

# INSPECTION REPORT

## **BYRON PRIMARY SCHOOL**

Coulsdon

LEA area: Croydon

Unique reference number: 132125

Headteacher: Mr P Mathews

Reporting inspector: Mrs S Browning  
1510

Dates of inspection: 9 – 12 December 2002

Inspection number: 248903

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: St David's  
Off Stoneyfield Road  
Coulsdon  
Surrey

Postcode: CR5 2XE

Telephone 020 8668 4877

Fax number: 020 8645 0753

Appropriate authority: The governing body

Name of chair of governors: Mr B Marsh

Date of previous inspection: Not applicable

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1510	Sheila Browning	Registered inspector	Art and design	Standards of attainment and achievement Teaching and learning How good the curricular and other opportunities offered to pupils are Leadership and management
			Music	
			Educational inclusion	
9472	John Edmond	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils Partnership with parents
23036	Jennifer Nicholson	Team inspector	Nursery and reception	
			Geography	
			History	
23031	Ian Knight	Team inspector	Mathematics	
			Information and communication technology	
23056	Teresa Manzi	Team inspector	English	
			Design and technology	
			Learning difficulties	
10270	Sandra Teacher	Team inspector	Science	
			Physical education	
			Religious education	

The inspection contractor was:

Open Book Inspections  
6 East Point  
High Street  
Seal  
Sevenoaks  
Kent  
TN15 0EG

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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Byron Primary School was formed in September 2000 from the amalgamation of Byron Junior School and Byron Infant School. The school is bigger than most primary schools nationally, with 392 boys and girls aged 3+ to 11. Most pupils come from the immediate locality. The attainment of pupils on entry to the school is below that expected nationally. The percentage of pupils having learning difficulties, at 21.1 per cent, is broadly in line with the national average, as is the percentage of pupils with statements of learning difficulties at 1.2 per cent. The proportion of pupils eligible for free school meals, at 18.6 per cent, is broadly in line with the national average. The percentage of pupils drawn from minority ethnic backgrounds is slightly higher than in most schools. The percentage of pupils whose mother tongue is believed not to be English, at 1.9 per cent, is a bit higher than in most schools. The school is vulnerable to considerable fluctuation in numbers of pupils in the local area. The full range of socio-economic backgrounds is represented. The school is becoming increasingly popular.

### **HOW GOOD THE SCHOOL IS**

The school has many good features. It is an effective, caring and friendly school where children feel valued. From a lower than average starting point children under five achieve well. Inspection findings indicate that the standards pupils attain are in line with those expected nationally in Years 1 to 2 but in Year 6 they are below those expected in English and mathematics. Throughout the school, standards are below expected levels in information and communication technology and religious education. The quality of teaching and learning is good overall. The school benefits from very good leadership and management by the headteacher and deputy headteacher. The school gives satisfactory value for money.

#### **What the school does well**

- Pupils in Years 1 to 2 achieve well due to the very good teaching and good provision. Teaching and learning are good for children in the nursery and reception and provision is good. Extra-curricular provision throughout the school is very good.
- Pupils with learning difficulties and those with statements are well supported and integrated and they make good progress.
- The very good provision for pupils' spiritual, moral, social, cultural and personal development produces very good attitudes and behaviour. Relationships are excellent.
- The overall pastoral care, support and guidance for pupils are good.
- Parents are strongly supportive of the school.
- The headteacher and deputy headteacher offer strong personal leadership. Finances are planned and managed very well.

#### **What could be improved**

- Standards in English and mathematics for pupils in Years 3 to 6.
- Standards throughout the school in writing, information and communication technology and religious education.
- Curriculum access for all pupils.
- The roles of the subject co-ordinators for English, science, design and technology and religious education are insufficiently developed.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection.

### STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	n/a	D	C	C
Mathematics	n/a	B	C	C
Science	n/a	B	D	D

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

Many children enter reception with lower levels of attainment in language development. than are to be expected They are making good progress in their learning and are likely to reach the expected standards set nationally for the end of the reception year in all areas of learning except communication, language and literacy. Children do well in aspects of personal, social and emotional development and they do well in aspects of creative and physical development.

The table above is based on the average points score achieved by pupils and includes those who gained the expected Level 4 or above in national tests and those achieving the higher Level 5 and above. The results of pupils in Year 2 in 2002 were in line with those nationally in reading but were below those for writing and mathematics. Teacher assessments for science were in line with the national average. The results for pupils in Years 2 and 6 generally reflected their attainment on entry.

Based on the average point score, results at the end of Year 6 in 2002 declined slightly in mathematics and science but improved in English when compared with the 2001 results nationally. It is not possible to indicate a trend line for Byron because a complete set of data is not available. Inspection findings indicate that pupils are in line to achieve average standards in reading, writing and mathematics by the end of Year 2. Pupils currently in Year 6 are attaining average standards in science but in English and mathematics standards are below expected levels although for many this reflects their achievement on entry. Older pupils have too few opportunities to develop writing skills and this impedes their overall achievement. Pupils achieve well and make good gains on their prior attainment up to and including Year 3 as a result of good teacher expectations of what they can do and are capable of. In some classes in Years 4, 5 and 6 pupils are capable of higher standards. The school has set suitably challenging targets for improving standards. Standards are at expected levels in all subjects with the exception of writing, information and communication technology and religious education throughout the school. Higher-attaining pupils and those with English as an additional language make appropriate progress. Pupils with learning difficulties and those with statements of need make good progress.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic about school and they are interested in their lessons and concentrate well. They enjoy their work and take part in the wide range of extra-curricular activities offered.
Behaviour, in and out of classrooms	Very good. Pupils are courteous to one another and very polite and friendly to adults, including visitors. They are orderly when moving about the school and they behave sensibly in the dining hall and in the playgrounds.
Personal development and relationships	Very good. Pupils are thoughtful and considerate towards each other and adults. The school lays great emphasis on good relationships between staff and pupils and it has been very successful in this objective. Consequently, relationships throughout the school are excellent; all pupils mix well across gender, ethnic and ability groups and play well in an atmosphere of mutual trust and harmony.
Attendance	Attendance is below the national average. Unauthorised absence is below the national average.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Very Good	Satisfactory

*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.*

Overall, teaching and learning are good with nearly a quarter being very good and better. Very few lessons are unsatisfactory. There are more instances of good and better teaching in Years 1 and 2 and in the nursery and reception classes. Despite good teaching, teachers are not yet able to compensate for children's low starting points in the nursery and reception. Characteristics of good lessons are teachers' planning, the management of pupils and use of time, support staff and resources. Teachers' expectations of what pupils know and can do are good in the nursery and reception and are very good in Years 1 and 2. Teaching in the core subjects of English, mathematics and science is at least satisfactory. The teaching of literacy across the curriculum is satisfactory and in numeracy it is good. The relatively few unsatisfactory lessons featured inappropriate pace and insufficient teachers' expectation of pupil's work and behaviour. Pupils acquire new skills, knowledge and understanding and they are interested in learning and work hard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. It encompasses the requirements of the National Curriculum and religious education. The curriculum for children in the nursery and reception is good. Teachers provide a wealth of appropriate and interesting activities that reflect national guidance. There is a very good range of extra-curricular and curriculum enhancement activities. The timing and organisation of some subjects is unsatisfactory.
Provision for pupils with learning difficulties	The provision for pupils with learning difficulties and those with statements is good. They are given equal access to the curriculum and are fully included in all activities.
Provision for pupils with English as an additional language.	The provision for pupils with English as an additional language is good. Pupils are well supported and they make appropriate progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's overall provision for pupils' spiritual, moral, social, cultural and personal development is very good.
How well the school cares for its pupils	The school's procedures for child protection and ensuring pupils' welfare and the pastoral support provided by the school are good. Procedures for monitoring and promoting good behaviour and supporting pupils' personal development are very good. Pupils experience their education in a caring and happy environment.

The personal, social and health education programme is having a direct and positive impact on the way the school cares for its pupils. Parents are strongly supportive of the school. The school communicates regularly with them through newsletters, reports and meetings. There is a very active parent, teacher and friends association.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership and management by the headteacher and deputy headteacher. Priorities for improving the school are clearly identified but as yet there has been insufficient time for them to be fully embedded. Good structures and systems are in place to move the school forward. Delegation to those with management responsibilities is secure but not fully developed in all subject areas.
How well the governors fulfil their responsibilities	Good overall. The governing body plays a very good role in shaping the direction of the school and in holding the school to account.

The school's evaluation of its performance	Satisfactory. Priorities for development and monitoring and taking stock of the school's performance are satisfactory. The headteacher, deputy headteacher and governors have a good understanding of the strengths and areas for development within the school.
The strategic use of resources	Very good. The principles of best value are applied very well. Educational priorities are well supported through the school's prudent and creative financial planning.

Parents commented on the impressive and smooth transition of the school through its amalgamation under the leadership of the headteacher. The number and qualifications of staff and trained classroom assistants meet the needs of the National Curriculum. The accommodation provides a stimulating and interesting learning environment but some aspects are unsatisfactory.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Feel comfortable approaching the school with questions or a problem.</li> <li>• Children like school and they make progress.</li> <li>• The teaching is good and the school is helping children to be mature and responsible.</li> <li>• Parents are kept well informed about children's progress and the school works closely with parents.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The right amount of homework.</li> <li>• Behaviour.</li> </ul>

The inspection team agrees with most of the parents' positive views but not with their other views. The concerns are not fully justified; children receive an appropriate amount of homework and behaviour is very good overall.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Many children enter reception with lower levels of attainment in language development than are to be expected. They have limited experience of books and of using pencils and other writing implements. Some are identified as having the potential to attain highly. Children are progressing well in their learning and are likely to reach the expected standards set nationally for the end of the reception year in all areas of learning except communication, language and literacy. Despite good teaching, teachers are not yet able to compensate for children's low starting points in this area. Children do well in aspects of personal, social and emotional development and of physical development.
2. National test results showed that, based on the average point score in 2002, pupils at the end of Year 2 achieved standards in line with the national standards in reading but below the national standard in writing and mathematics. When compared with schools with similar characteristics, results were below average in reading, writing and mathematics. Standards in science achieved by the end of Year 2, on the basis of teacher assessment, were in line with the national average and when compared with similar schools. The percentage of pupils who achieved the higher levels (Levels 3 and above) was average in reading, writing and mathematics when compared with those nationally. Teachers' assessments in science were below average. When compared with similar schools the percentage of pupils reaching the higher levels was average in reading and below in writing, mathematics and the teacher science assessment. Standards were not high enough in writing, mathematics and science. Some caution must be noted concerning performance data. There is an element of mobility within the community and the attainment of pupils is very mixed. Despite the good teaching seen during the inspection it is likely that there was insufficient time for it to have impacted on previous results. It is not possible to make a comparison with the national rising trend because as yet a complete set of data is unavailable for Byron school. However, the school has secure data that shows a steady improvement in English over the past two years but results fluctuate in mathematics and science.
3. National test results showed that, based on the average point score in 2002, pupils achieved in line with the national average at the end of Year 6 in English and mathematics, they were just below in science. When compared with similar schools, results were the same. The data suggests that these pupils made insufficient progress in English, mathematics and science based on their prior attainment in Years 1 and 2. However, it is important to note that the data is not necessarily matched to the same pupils and it is therefore not secure. The local education authority has data which suggests that pupils achieved in line with what could have been expected for English and mathematics but below in science. The percentage of pupils who achieved the higher levels (Levels 5 and above) was in line with the national average in English and mathematics but was well below in science. Standards were not high enough in the higher levels in science. When compared with school results for the previous year, improvements are seen in English and mathematics but not in science; this is because too few pupils achieved the higher levels in science. Although, for science, pupils achieved below the average point score for Level 4 and above, when combining all of the three core subjects of English, mathematics and science, pupils achieved in line with national averages.

4. It is important to note that changes in the school profile meant that in 2001 the school was compared with similar schools with more than 20 per cent, and up to 35 per cent, of pupils eligible for free school meals. The school has some 18.6 per cent of pupils eligible for free school meals. In 2002, the school was placed in a lower category, with similar schools with more than 8 per cent, and up to 20 per cent, eligibility for free school meals.
5. In 2001, results, overall, were not significantly different for boys and girls at the end of Years 2 and 6. During the inspection, nothing was observed to suggest that there is any significant difference in the achievements of boys and girls. At the end of Year 2 there were slightly more girls than boys and, unusually, the boys performed better than the girls in all subjects in 2002, particularly at the higher attainment levels, yet in 2001 girls outperformed boys. Boys performed better than girls in mathematics and the difference was bigger than that nationally. Boys also performed better than girls in English and science apart from the higher levels in writing where girls attained better than the boys.
6. Some caution must be noted concerning the use of performance data. The proportion of pupils who join or leave the school other than at the usual time of admission or transfer is relatively high, at nearly ten per cent each year. This has an impact on the end of Year 2 and Year 6 national tests. At the end of Year 2 prior to 2001, the school had been showing a steady improvement in results. In 2002, the results fell below the national average in reading and writing. However, in mathematics more pupils achieved the higher level 2B or above. The school acknowledges that some pupils were underachieving, specifically in writing in Years 1 and 2, in comparison to similar schools and in Year 6 too few pupils achieved the higher levels in English, mathematics and science. The detailed analysis showed, for example, in 2002 that 54 out of 59 Year 6 pupils achieved level 4 in science. Improvements were noted in English and mathematics for eleven year olds. The previous Year 6 group in 2000/01 was identified as a weaker group on entry to the school. The number of pupils that had learning difficulties and behavioural needs was also relatively high as was the rate of pupil turnover.
7. As a result of the analysis the school has targeted support for pupils. There is a whole school focus for writing, and pupils in Year 3 upwards have been identified for additional support. Pupil mobility has been considered as well as comparing end of key stage results and predictions for matched pupils on entry during the reception year. The school has rightly focused on addressing underachievement and weaknesses in the juniors by providing booster work in literacy and numeracy. It is too early yet to evaluate or make a secure judgement on the impact of this support. The school is monitoring pupils' progress closely and is sharing predicted grades with both parents and pupils.
8. The school set appropriate targets for raising standards in 2002. They were exceeded for English and met for mathematics in 2002 at the end of Year 6. The school has useful value-added data based on its on-going analysis of pupil performance and is using this to inform predicted targets.
9. Inspection findings indicate that standards are broadly in line with expected levels in English, mathematics and science for pupils in Year 2. On entry to the school, this group has a significant number of pupils of lower attainment. Standards are below average for the current Year 6 pupils in English and mathematics and in line for science. Standards in other subjects are at expected levels with the exception of writing, information and communication technology, and religious education throughout the school. In information

and communication technology, pupils' skills are improving rapidly and teachers are building on pupils' previously inadequate skills, knowledge and understanding. However, the suite is new and, although pupils are now achieving well, standards throughout the school are still below National Curriculum expectations. The computers available in classrooms are not being used enough to reinforce the skills learned in the suite and apply them to support learning in other subjects. In religious education, insufficient teaching time results in inadequate coverage of the subject and there are significant gaps in the knowledge and understanding of pupils.

10. Although the National Literacy Strategy is implemented appropriately, the promotion of literacy across the curriculum is opportunist rather than planned. Older pupils have too few opportunities to produce well-written and neat work. This aspect of literacy needs to be clearly mapped through the wider curriculum. They do not transfer these skills to all subjects, for example, to science and history. Pupils use their literacy skills effectively in other subjects. Appropriate opportunities are provided for research but inadequate library provision limits the scope for this. When given the opportunity, pupils are confident using information and communication technology to support their learning. Generally, all pupils are enthusiastic when contributing to discussions in class. In different subjects, pupils use specific subject vocabulary and express themselves well.
11. The National Numeracy Strategy has been successfully implemented. Teachers provide activities that are matched to pupils' abilities. Pupils' knowledge of numeracy appropriately supports their learning in other subjects, for example, in history when using timelines, in the use of grid references in geography, in art when measuring templates and in science when collecting data.
12. Pupils with learning difficulties make good progress in relation to their prior knowledge, understanding and emotional development. They usually reach the targets within their individual educational programmes (IEPs), which set clear, measurable targets. The school has identified higher-attaining pupils but a policy and formally planned opportunities for learning are not yet embedded consistently in practice. Higher-attaining pupils are usually well supported and targeted in lessons. Pupils with English as an additional language and higher-attaining pupils make appropriate progress.

### **Pupils' attitudes, values and personal development**

13. Children in the nursery and reception come to school happily each day. They are keen to take part in the interesting activities on offer. Pupils throughout the school are very enthusiastic about school and are demonstrably happy there. They are interested in their lessons and concentrate well. They enjoy their work and taking part in the wide range of extra-curricular activities.
14. Behaviour is very good overall. It is good or better in three-quarters of all lessons seen and very good or excellent in a third. Children in the under-fives behave well and enjoy working and playing with each other. All behaviour in Reception and Years 1 and 2 was at least good, and two thirds was very good or excellent. Where a teacher makes the lesson really interesting, as for example in a Year 1 mathematics lesson, behaviour can be very impressive. The only unsatisfactory behaviour seen in lessons, and that was a tiny amount, was in Years 5 and 6. Pupils are courteous to one another and very polite and friendly to adults, including visitors. They are orderly when moving between classrooms

and on entering and leaving assemblies. They behave sensibly in the dining hall and in the playgrounds. Only two pupils, both boys, had to be temporarily excluded last year.

15. The school lays great emphasis on good relationships between staff and pupils and it has been very successful in this objective. Adults provide very good role models and set a very good example. Consequently relationships throughout the school are excellent, for example in a Year 2 science lesson, where pupils' liking for their teacher and her effective use of pair work were clearly reflected in their effort. All pupils mix well across gender, ethnic and ability groups and play well in an atmosphere of mutual trust and harmony. Whilst pupils are obviously aware of individual differences, their friendships cross racial barriers and racism is not an issue. Pupils with learning difficulties and statements are keen to participate fully in lessons, activities and school events. The positive ethos of inclusion in the school enables them to be confident, take pride in their achievements and become fully integrated into the school's social fabric. They also really appreciate the efforts of classroom assistants to help them make progress.
16. The school impresses on new pupils and their parents the need to consider others. Most pupils try to abide by the school's rules, which leads on to an ever improving understanding of how their actions impact on others and to proper respect for others' feelings, values and beliefs. Respect for property is also high and there are no graffiti and minimal litter.

### **Attendance**

17. Since the school opened, attendance has been consistently below the national average at between 92.6 per cent and 92.8 per cent. Unauthorised absence at 0.3 per cent, however, is below the national average of 0.5 per cent. Unsatisfactory attendance has a negative effect on pupils' attainment and progress.
18. Teachers are in their classrooms in very good time. Most lessons start punctually in the morning and after breaks, though the parents of the some of the youngest pupils linger too long at the start of the day. Most pupils are on time in the morning and display a responsible attitude to punctuality. However, a few arrive late. The school is working hard to persuade all parents and pupils that unpunctuality has an adverse effect on their education.

### **HOW WELL ARE PUPILS TAUGHT?**

19. Overall, teaching and learning are good throughout the school. In nearly two thirds of lessons teaching is good, and it is very good or excellent in nearly a quarter. In almost all of the remaining lessons it is at least satisfactory. Relatively few unsatisfactory lessons were observed. There are more instances of very good teaching in Years 1 and 2 and more instances of good teaching in the nursery and reception and in Years 1 and 2 than in the juniors. Despite good teaching, teachers are not yet able to compensate for children's low starting points in the nursery and reception. In English, teaching and learning are very good in the infants and satisfactory in the juniors, in mathematics, teaching and learning are good overall and in science satisfactory overall, with some good teaching in the younger classes.
20. Where the teaching is very good and better, planning is effective and plans are detailed and well informed by Curriculum Guidance 2000. Learning objectives are shared and are

consistently reinforced with pupils. This ensures that they are clear about the task through the use of structured questioning and helps them to consolidate and build on previous learning. The management of pupils, some of whom can be challenging, is good. The pace of lessons is often brisk with a good variety of well-chosen activities. The use of resources is very good and well managed. Teaching assistants work well in partnership with teachers. Together, they provide focused support to help pupils to meet their learning objectives, and this contributes positively to pupils' learning and achievement. Teachers' expectations of what pupils know and can do are very good in Years 1 and 2. The relatively few weaknesses in teaching are usually linked to the pace of lessons and teacher expectation of pupils' work and behaviour.

21. The quality of teaching and learning for children in the nursery and reception is good. Three lessons were very good where children were particularly well stimulated by focused direct teaching, for example when finding different ways of moving, using hands and feet, when reading a class story book together, or when working at computers. Strengths in the teaching overall lie in the secure understanding of all staff, in the nursery and reception classes, of the active and practical ways that young children learn. They provide, as a result, a wide variety of relevant, interesting and well organised activities, both adult-led and those that the children can select for themselves. They place a good emphasis on talk and early reading and writing experiences. Through good quality questioning, teachers encourage children to make links with different aspects of their learning. Planning is comprehensive and thorough, and what children are expected to learn from each activity is clear. Assessment is good. Staff across the nursery and reception are quick to observe and note children's particular achievements, as well as highlighting the steady progress they are making through the stepping stones which lead to the expected standards. Support staff, the nursery nurse and teaching assistants make a strong contribution to teaching and learning. All staff manage the children in a consistently positive and sensitive way and, as a result, children are well settled, although some have only been in school for a few weeks. Team teaching strategies in reception are effective in moving children's learning forward. Suitable job share arrangements in the nursery class enable children and parents to approach each day with confidence.
22. Pupils are given good opportunities to discuss and share their views and opinions during plenary sessions and they are encouraged to use subject-specific vocabulary. Assessment procedures and target setting are well established in the core subjects of English and mathematics. In science and other subjects, the use of assessment is developing and it helps to secure teachers' judgement as to how well pupils are progressing. Practices are not yet fully embedded across the school. Teachers mark pupils' work regularly and pupils said that they find the written comments helpful. They understand what they need to do to improve their work. The use of information and communication technology for developing skills in other subjects occurs but is not evident in all lesson planning.
23. Teaching across the school is good for pupils with learning difficulties. The teachers have good relationships with all their pupils and plan work to match their needs. Their progress is good both in class and when they are withdrawn for individual or small group lessons. In the best lessons learning is made fun and tasks are varied in order to maintain interest and concentration. In the Infants, particularly, teachers manage behaviour very well and so children gain confidence and are willing to try. Teacher assistants give very good support to their pupils, especially those with Downs Syndrome. Pupils with learning difficulties are included in all classroom activities and the other pupils are encouraged to accept and



value them. For instance, one class has learned to 'sign' so that one pupil is able to learn the sounds in words. This is also helping the other pupils in the class.

24. Overall, pupils throughout the school make good progress, although some pupils in some Year 4, 5 and 6 classes are capable of more. They acquire new skills, knowledge and understanding well. They generally work hard and want to learn. Pupils' intellectual, physical and creative skills are also developing well. Opportunities for pupils to work together and discuss and explain their ideas, views and opinions are built into lessons. Pupils interact well with each other. Older pupils have limited access to the library and, as a result, opportunities for research are restricted. Older pupils have an understanding of how well they are achieving, particularly in literacy and numeracy for which they have personal targets, and what more they need to do to improve further.

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

25. There is satisfactory provision for the curriculum overall although there are weaknesses in the timing and organisation of some subjects. All the subjects of the National Curriculum, as well as sex education, drugs misuse and personal, social and health education and drama are offered. Provision for information and communication technology meets requirements, but remains at an early stage of development. Religious education just meets the requirements of the Locally Agreed Syllabus. A few pupils are withdrawn from collective worship and appropriate provision is in place for these pupils. The National Literacy and Numeracy Strategies are in place but numeracy is more advanced and is having a greater impact on pupils' learning than literacy across the school.
26. The time allocated to teaching varies between classes in science, geography, history, and religious education. Science makes insufficient contributions to literacy and numeracy. In science, plans for the curriculum are not always implemented systematically to ensure pupils make progress as they move up through the school, and there is poor use of information and communication technology. In geography and history, the curriculum framework lacks rigour, allocating units by term not half term, and taking no account of when other foundation subjects are taught. As a result, gaps can occur in pupils' learning and subjects can be bunched together, limiting their teaching time and consequent impact. The overall time available for history and geography through the year is unclear. In religious education, insufficient curriculum time is allocated to teaching the subject, so it is likely that the scheme of work will not be fully covered by the end of Year 6. Work in religious education does not make an effective enough contribution to pupils' literacy skills. Limited use is made of the library and information and communication technology.
27. Strengths in the curriculum provision relate to the quality and range of learning opportunities in the nursery, reception and Year 1 and 2 classes. The provision for pupils with learning difficulties and those statemented, the inclusive nature of the school, the personal, social and health education and the very good extra-curricular provision are all good features. A wide-ranging programme of visits and visitors is in place to support the curriculum and the local community provides a good contribution to the pupils' learning. Links with pre-nursery and secondary schools are also good and the school prepares pupils well for the next stage in their education.
28. The curriculum for children in the nursery and reception is good. Teachers provide a wealth of appropriate and interesting activities that reflect national guidance. The

appropriately high priority given to personal, social and emotional development underpins work in all other areas of learning. Daily priority is given to communication, language and literacy through focused activities, and to the development of mathematical skills.

29. Provision for pupils with learning difficulties and those statemented is good. Pupils with learning difficulties are given equal access to the curriculum and are fully included in all activities. Teaching assistants are used very well and often take note of their achievements and difficulties. When pupils are withdrawn from class, the school is careful to ensure that they do not consistently miss the experiences that their classmates are enjoying. Often the work in withdrawal lessons complements that undertaken by the rest of the class. Pupils are withdrawn for extra literacy after the whole class start to the literacy hour, for instance.
30. This is an inclusive school. Additional support is available for particular groups of pupils according to their need. There are catch up/booster and additional literacy and numeracy classes. Higher-attaining pupils are identified and are usually suitably challenged; a formal extension programme is planned for. All pupils are encouraged to and do mix well across gender, ethnic and ability groups. The personal, social and health education programme successfully promotes awareness, care and respect for one another's feelings. The very good extra-curricular provision offered to pupils across the school further enhances learning, for instance, mathematics, short tennis, singing, drama, karate, football and chess. A wide-ranging programme of visits and visitors is in place to support the curriculum, for example, visits by theatre groups, Police, Road Safety, Fire Brigade and the Librarian.
31. The local community makes a good contribution to the pupils' learning. In most subjects learning opportunities are well planned and relevant, with an emphasis on practical direct experience. The way the curriculum is enriched is a strength of the school. The national strategies for literacy and numeracy are implemented. The strategies for numeracy are more advanced than those for literacy but are impacting positively on standards.
32. The provision the school makes for pupils' spiritual, moral, social and cultural development is very good. Provision for spiritual development includes opportunities across the curriculum for pupils to reflect on their own lives and those of others. Events of special significance or delight to which pupils react with awe and wonder are provided, as well as the spiritual elements that are found in religious education and worship; all meet requirements.
33. Reverence shown in prayer during assemblies, and the appreciation of music, contribute to the spiritual dimension, such as when pupils react with sensitivity and expression in dance and move appreciatively to the music of the Nutcracker Suite or a Zulu beat. Listening to the Christmas story with rapt attention and singing carols made a special impression on younger pupils. The whole school reflected on the issue of giving. They had to decide whether 'It was better to receive or to give'. The love and care pupils lavish on their friends with learning difficulties deserves special mention. Pupils gain respect for themselves and others as they learn to identify the flag of their country of origin.
34. Very good provision is made for pupils' moral development. The school's ethos is strong. It is evident that the caring and friendly atmosphere of the school brings out the best in pupils. They understand the difference between right and wrong. Generally, pupils value each other and make allowances for those less fortunate than themselves, for instance

pupils who have Downs syndrome or have behavioural difficulties. They understand that it is wrong to copy unacceptable behaviour and right to help these pupils behave correctly. The special educational needs co-ordinator (SENCO) writes clear 'Behavioural Management Plans' for pupils with learning difficulties. These plans help teachers give pupils clear guidance as to what is acceptable behaviour and why. Very good opportunities are provided in assemblies and lessons in personal, social and health education and religious education to hear about and discuss moral issues. Teachers are very good role models and encourage pupils in their relationships with one another and with adults. Good behaviour in the school is promoted through a system of school rules and mutually agreed classroom rules. This is effective; for instance, in one lesson the teacher just pointed to the rule 'courtesy to others' and the pupil's behaviour improved. A citizenship curriculum is planned.

35. The school promotes pupils' social development very successfully through its very positive ethos for learning. Pupils accept the code of rules, which they helped to formulate, and most demonstrate self-discipline and live up to the school's high expectations. Their generally considerate behaviour reflects very well on their social training. They work well in groups and pairs and even the youngest pupils are starting to learn to share and take turns in using resources. Classroom teachers and learning support assistants co-operate very closely in setting positive standards of behaviour. The quality of relationships around the school is very high and pupils look after each other very well and have taken enthusiastically to the 'buddy' system. All pupils, particularly the older ones, carry out a range of responsibilities with considerable enthusiasm. Pupils' social development benefits significantly from the personal, social and health education programme; this includes 'circle time' that encourages classes to discuss social issues that arise in and out of school. Taking part together in the range of extra-curricular activities helps pupils develop team spirit, and contributing to the welfare and pleasure of others, for example by fund-raising, helps to increase their awareness of those less fortunate than themselves. The success of the school's policy and practice is reflected in the generally high standards of behaviour and the happy atmosphere. The school plans to introduce a school council within the current school year.
36. Provision for cultural development is very good. The school's good links with the local community make positive contributions to pupils' learning and to the life of the school. Pupils visit the local environment, for example St John's Church and Old Coulsdon. They go on field trips and every class makes at least one educational visit per term. The school makes provision for residential experiences as in the annual visit to Somerset. Local police officers make regular road safety visits. The school has a drama and two popular singing clubs. Pupils have performed in the Croydon music festival at the Fairfield Halls and have been invited to play with the Mozart Players. In addition to this there are many opportunities to be involved in school events and productions. The school most successfully raises pupils' awareness of and celebrates the multi-cultural diversity of the school and wider community and this is a strength. For example, classrooms have displays depicting where the children are from and the pupils themselves give first hand accounts of their countries of origin, traditions, beliefs and culture. In the hall, flags are hung representing the different countries pupils are from and the children have the opportunity to share information during assemblies. There are many displays, such as information about temperatures around the world, different costumes, traditions, and religious beliefs as well as world events. Visitors are also an important part of this enhanced curriculum.

37. Links with partner institutions are also good. The school has a close relationship with nearby secondary schools. The school shares the site with the pre-school nursery and after-school and holiday club and liaison is positive and supportive.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. Appropriate child protection measures are in place, but, when new staff join, they are handed a copy of the policy rather than receiving early induction training in this crucial matter. Liaison with local support agencies is very close. Health and safety arrangements are good, but not all risks have yet been fully assessed. The school's health and safety policy, which is regularly reviewed by the governors, complies with legal requirements for health and safety, but the health and safety co-ordinator has not yet been formally trained. Provision for medical care and first-aid and for evacuation in the event of fire is very good. Regular tests are carried out on all types of equipment, and the small amount of litter, mostly by the far gate, is regularly cleared. The school took early action on a few minor deficiencies noted during the inspection.
39. The school provides very effective support and guidance for pupils, offering a happy, secure and stimulating environment, in which all can flourish. In particular the school's measures for including and looking after pupils with learning difficulties or newly arrived from overseas are excellent. The school takes good care of all of its pupils including those with learning difficulties. These pupils are valued and expected to reach their full potential. Other more general support includes a breakfast club for early arrivals and a 'buddy' system for older pupils to help younger ones. Staff liaise very effectively with the appropriate support agencies. Teachers know their pupils well and respond sensitively to their needs. Children under five are valued as individuals and are treated with friendly understanding and respect. Class teachers, very ably supported by classroom assistants, look after their pupils very well and are familiar with their strengths and weaknesses. They keep a close eye on personal progress and development, and pupils know that they can turn to them or other staff for help. Indeed one older pupil said of her teacher: 'she's my friend'.
40. The school's very positive and inclusive ethos, backed up by assemblies, circle time and a good personal, health and social education programme, helps pupils to develop a strong moral and social sense and to act responsibly. All pupils have the chance of carrying out at least minor classroom duties, such as tidying up or taking the registers to the office. Pupils in Year 6 cheerfully take on extra responsibilities round the school, for example helping at assembly, washing fruit or assisting in supervising younger pupils' wet playtimes. Parents greatly appreciate the school's highly effective procedures for helping new pupils to settle in. The well-co-ordinated and early arrangements for transfer to main secondary schools ensure that pupils move on with confidence.
41. The school's systems for monitoring and improving attendance are good though not yet fully effective. The school does not use inducements to improve attendance and punctuality, but the office keeps a close watch on the registers and telephones home as soon as a pupil's attendance gives concern. The school rightly sees low attendance as a matter for parents rather than pupils, and works closely with the education welfare officer to maximise attendance.
42. The measures used to foster good behaviour are well understood by all pupils, and they respond very well. Staff have high expectations of good behaviour and promote an orderly

and cheerful atmosphere throughout the school. They use reasoned discussion to try to resolve problems and it is school policy as far as practical for only one member of staff to be responsible for reprimanding any one pupil. These expectations are realised by the standards of behaviour observed. Pupils know that they are required to behave sensibly and react accordingly. Current procedures for monitoring and promoting discipline and good behaviour are extensive and very effective. They include a sensible behaviour policy, sensitively implemented, with an effective range of sanctions and rewards, which pupils respect. The school works very closely with those who have difficulty conforming, providing them with targeted, specialist outreach support. The headteacher is personally involved in handling each case of serious misbehaviour and only uses exclusion as a last resort.

43. The school takes a strong anti-bullying stance and staff make strenuous efforts to maintain the school as a bully-free zone. Bullying is closely monitored and the headteacher keeps proper records of bullying and racial incidents. Time spent by staff with pupils who cannot always behave sensibly and the sanction of reporting bad behaviour to parents usually act as effective deterrents.
44. The school assessment records are generally satisfactory. The school uses standardised tests increasingly to track pupils' progress, including baseline assessments on arrival. All pupils are regularly assessed in detail in Years 3 to 5 in English and mathematics. At subject level, procedures for assessing pupils' attainment and progress are generally satisfactory, though they are good in mathematics and nursery and reception. Amending the planning of lessons so that all pupils can learn equally well is usually satisfactory and good in mathematics and nursery and reception, though unsatisfactory in science, religious education and information and communication technology.
45. Procedures for monitoring and supporting academic progress are again generally satisfactory, and good in mathematics and foundations studies, but unsatisfactory in science, history and geography. The school records in detail the progress of those with learning difficulties and those for whom English is not the first language. Assessment is appropriately linked to individual education plans or statements and other relevant records. The quality of marking is satisfactory and often good across different year groups – very good in the case of English in Reception and Years 1 and 2, but patchy in Years 3 to 6; it is very good in the booster classes, but unsatisfactory in religious education. A good start is being made to the initial assessments for children in the nursery and reception. Parents are encouraged to share observations of their children's learning, for example at the home visits, prior to starting school. Assessment procedures are established in the core subjects of English and mathematics and help to secure teachers' judgement as to how well pupils are progressing. These practices are not yet developed consistently across the school in other subjects. The school is fully aware of this and has plans in hand to address and refine assessment.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

46. Parents have a very positive view of the school. They confirm that their children enjoy coming to school and consider that they make good progress. Most feel that behaviour in the school is good; about a quarter of respondents to the questionnaire disagree, though those at the parents' meeting considered that poor behaviour was confined to a small number of pupils, mostly older boys, and that the school deals with incidents quickly and effectively. Parents see the teaching as good, with pupils being given a lot of help in

learning. Most consider that pupils get the right amount of homework though again about a quarter disagree. Those at the meeting felt that teachers were not consistent in allocating it and that there should be more as a matter of course in Year 6. They feel very comfortable about approaching the school and are kept very well informed about progress. Most see the school as being well led and working closely with them. Parents recognise that the school expects their children to achieve their best and effectively helps them to mature and make progress. Those at the meeting noted that the school is very responsive to parents' concerns and promotes a pleasant atmosphere. There is good dialogue between parents and the school; staff are very approachable and can always find the time to talk. Parents are pleased with the interesting range of extra-curricular activities. The inspection results confirm the parents' positive view of the school.

47. The school's links with parents are very effective overall and parents find the contacts very useful, particularly on the subject of pupil targets. Daily opportunities for parents of children in the nursery and reception to talk with teachers promote harmonious links between home and school. Photographs and notices help to explain the early years curriculum to parents. The school provides all parents with information evenings on matters of educational interest, such as literacy and numeracy or information and communication technology, and explains to parents of pupils in Years 2 and 6 how the national tests work. Mostly these sessions are well attended, but a series of open sessions on how to help with homework were discontinued due to lack of parental interest. The school has yet to introduce a regular parent consultation questionnaire, but it does hold three very well-supported parents' consultation meetings each year on pupils' progress, and actively encourages informal contact by parents. Parents are invited to a range of musical and dramatic productions, sporting events and other activities relating to special occasions. The Parent Association is very active and hugely successful. Its social and fund-raising events, such as quizzes and the Christmas fair, are very well supported and raise considerable sums for the benefit of their children. The most recent gift from the parents is a new minibus. Equally importantly, however, these activities help cement the school's relationship with the local community.
48. The quality of information provided for parents is very good. The tone of the school's documentation is welcoming and the contents are very informative. The prospectus and governors' report to parents are comprehensive, even though neither quite meets statutory requirements. The helpful monthly newsletter keeps parents informed on specific school events and requirements. A particularly strong information feature is the curriculum outline, which tells parents what their children are to study in the current term. New parents are clearly informed of the school's policies in key areas, such as homework, behaviour and attendance, and copies of the relevant policies are available for perusal in the school foyer. The induction documentation and arrangements for new pupils are simple and effective. The school has developed an extensive Internet website, mainly for parents' use. There are appropriate arrangements for ensuring that parents with limited English or learning difficulties are kept in touch with school developments.
49. The annual written report to parents on pupils meets statutory requirements and the quality of both presentation and content is very good. The report incorporates targets and extensive provision for pupils and parents to comment. The only minor weakness is that all foundation subjects are reported in one solid block, which is difficult to read and which may not always contain sufficient comment on any one subject.

50. The overall contribution of parents to children's learning at school and at home is good. Parents want their children to do well and most see that homework is completed. Homework is set across the school and some, but not all, parents have an opportunity to keep themselves informed about their children's reading and to support day-to-day progress through a reading diary. The school stopped using a universal reading diary, as parental response was patchy. Currently a band of dedicated parent volunteers work effectively to broaden pupils' experience by helping in lessons and around the school. A further group of parents supports outings. Parents of pupils with statements of special educational need or individual education plans are fully involved in the reviews of their children's progress. Parents are very happy with the provision made. They are invited to attend annual reviews of their children's progress. They are aware of their child's targets, which are discussed each term.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

51. The leadership and management of the headteacher and those in posts of responsibility are good overall. The school benefits from very good leadership and management by the headteacher and deputy headteacher; they both provide strong personal leadership. The headteacher prepared and led the transition of the Infant and Primary schools to its current amalgamated status in September 2000, although he was not appointed as the new headteacher until April 2001 and the deputy headteacher not until September 2002. So they have only effectively been in post for four terms and one term respectively. Together with the governors, staff, parents and children they have most successfully forged the two schools together. Parental comments are noteworthy here: 'they are to be congratulated about how smoothly it all went. All very impressive'. The headteacher provides very clear educational direction for promoting high standards. The school's aims and values underpin the work of the school successfully. The headteacher has maintained the right balance and led the school forward during a period of major development. He is a very good manager and his inter-personal skills are excellent.
52. The deputy headteacher is instrumental in improving standards, teaching and learning. She is also responsible for collating school policies, day-to-day organisation and booster and catch up work in Key Stage 2, the induction of new staff and professional management of staff. Following an initial assessment visit, the school was awarded Investors In People status immediately. She has collated performance data and set up effective tracking systems and with the headteacher and staff continues to analyse the progress pupils make and identifies strengths and weaknesses in their learning to be actioned.
53. The school management group includes the headteacher, deputy headteacher, SENCO, and leading teacher, post threshold teacher and a learning support assistant/lunchtime supervisor. This group shares strategic issues and is effective. Co-ordinators are generally clear about the strengths of and areas for future development within their subject areas. Only the literacy and numeracy co-ordinators have had the direct opportunity to formally monitor and evaluate teaching and learning. Most have audited resources and teacher skills. A few have collated portfolios to establish the levels of pupils' work. The co-ordination of English, science and religious education are unsatisfactory. In English, the co-ordinator has not been successful in ensuring that the school's strategies for raising standards are consistently implemented across the school. Specific areas of weakness in writing have not been identified consistently across the school. In science, the need to raise the standards of pupils at higher levels is not identified, and curriculum planning is

not always implemented in a systematic way. In religious education, the co-ordinator has yet to monitor the quality of teaching and learning, and curriculum planning is not fully implemented. Co-ordination of design and technology is unsatisfactory as there has been no teacher responsible for this subject since the schools have been amalgamated. A new co-ordinator has been appointed for January 2003.

54. The procedures for monitoring of teaching have yet to be embedded in all co-ordinators' practice. There is good evidence that classroom observations to evaluate the quality of teaching and learning are regularly undertaken by the headteacher, deputy headteacher, literacy and numeracy co-ordinators and external advisors. School performance data is analysed carefully against national and local data and with previous cohorts and this is then used to inform value-added judgements. Good procedures are in place to enable staff to discuss and determine individual, end of key stage, whole school and statutory targets with the governing body.
55. Teamwork between all staff in the nursery and reception is good, enabling the co-ordinator (the deputy headteacher), who is inexperienced in early years work, to benefit from the wealth of expertise and so gain a sound overview of current needs and future development.
56. This is a self-evaluating school but the school has had too little time since its amalgamation for all school practices to be embedded, for example, the monitoring and analysis of standards and use of information and communication technology across all subjects. The headteacher and governors recognise that last year there was some underachievement by pupils. Having identified the areas of weakness, the headteacher put into action effective measures to address them. Resources and the environment have been significantly developed to enhance pupils' learning and this is also impacting positively.
57. The school's development plan is well focused. The school's priorities for development are fully appropriate. There is a whole school focus on raising standards in literacy, specifically writing. The school is successfully improving the provision for pupils' skill development in information and communication technology. Good systems and processes are in place to enable staff to work effectively together to further improve the school.
58. The school has a strong commitment towards pupils with learning difficulties and their inclusion in all activities. Good management has ensured that appropriate appointments of staff have been made to make sure that this aspect of the school is given a high priority and that staff are well informed. The special educational needs co-ordinator (SENCO) has organised the assessments and records of these pupils' needs well. Individual educational programmes (IEPs) are precise and identify short-term targets. Consequently, they are helpful to teachers and also help the pupils see that they are improving.
59. The SENCO is given sufficient time to undertake her role which she does well. She is well qualified and the school ensures that she is kept up-to-date by sending her on appropriate courses. The school's register is up-to-date, is well kept and shows that special help is increased and withdrawn appropriately. The new regulations or 'Code of Practice' are followed. Outside, specialist agencies, such as the education psychologist, give good support to the school. The governor responsible for learning difficulties has a good understanding of these pupils and is actively involved with the school to ensure that their needs are met.



60. The governing body is well informed of school developments by the headteacher and through their own first hand experience. The Chair of Governors is astute and is very clear about his role. All governors have benefited from training. Because they are regular visitors to the school they are directly informed when making decisions. The governors meet their statutory requirements and between them they have a considerable amount of professional expertise. They are committed, proactive and make a valuable contribution to shaping the direction of the school. The governors' contribution to management is good and they act as critical friends to the school.
61. There are sufficient and well qualified staff. Their qualifications and experience enable them to meet the requirements of the National Curriculum. Appropriate job share arrangements between the two part-time nursery teachers, together with competent support staff, ensure the smooth running of the class. Trained and experienced support staff for children in the nursery and reception makes a strong contribution to learning. Teachers and non-teaching staff show a strong commitment to the school, and are hardworking and dedicated. Although governors increased the number of teaching assistants and there is a good level of teaching support in the nursery class, there is only one teaching assistant between the two reception classes. The generally good deployment and support of teaching assistants and of volunteer helpers are contributory factors to the standards achieved. Administrative staff are very efficient and ensure that the day-to-day organisation of the school is smooth. The cook provides many additional services for the children; for example, on residential trips the school is able to be self-catering as the cook goes too.

### **Accommodation**

62. Accommodation meets the requirements of the National Curriculum. During and after the amalgamation there has been an extensive building programme linking the two schools together and refurbishing classrooms. The school completely refurbished an old temporary building and transformed it into a 30-station information and communication technology base. The library remains small, and it is not very accessible for older pupils particularly. Nursery children have good access to an appropriate and suitably equipped outside area that includes climbing equipment and a covered area for use in inclement weather. However, the outside play area for reception children is too small and awkwardly shaped, hindering their access to outdoor adventurous and energetic play. The 'Pavilion' used as a teaching area is unsatisfactory; it is in a poor decorative state. Displays about the school enhance the environment considerably. The school keeper takes great pride in the site and it is very well maintained.
63. Resources are appropriate and are used well and contribute to pupils' learning. The library, although well organised, is under-stocked. Resources for information and communication technology exceed the national target. The school has invested very carefully in software and associated equipment. Resources are well managed and accessible. The school makes good use of outside resources, for example the local area, visitors and parents.
64. The recent audit report contained only minor recommendations for improvement, which have all been implemented. The proven financial administration systems have been in place for several years and are unobtrusive and highly efficient, allowing teachers to concentrate on their work. Specific standards fund grants received by the school, such as

funding for school improvement or for literacy and numeracy support, are being used effectively for the specified purpose. Funds allocated for learning difficulties are used well and are enhanced by the school. The school development plan is linked to budgeted expenditure and the headteacher and finance officer continually review spending against budget. The governing body receives regular, detailed financial information and involves itself closely in the school's financial affairs, especially in relation to value added and strategic planning.

65. Following the merger of the junior and infant schools, the school's income and expenditure are higher than those of similar schools nationally and it still has a useful balance, which it intends to use to provide additional teaching and learning support for as long as possible. Where it can, the school takes the necessary action to reduce its costs. It is rigorous in exercising the principles of best value, ensuring fair competition by obtaining at least three quotations when purchasing capital goods or major external services. For example, it uses this approach to review its catering contract, and has recently used it to change its supplier of personnel and payroll services. Performance and costs are closely monitored. The school consults widely, as appropriate, before making strategic changes to suppliers. Taking into account all the relevant factors, the school provides satisfactory value for money.
66. The school now has a large computer suite, well stocked with modern equipment. Much of the work to provide this was undertaken by the staff themselves, sourcing unwanted furniture and purchasing hardware and software at competitive rates. The school makes very effective use of its new technologies, including e-mail, and staff are becoming increasingly confident in their use. The school uses CD-ROM and the Internet extensively both in lessons, for example in subject research, and for administrative purposes; its own comprehensive website is a good advertisement for its developing skills. The Year 6 information and communication technology curriculum planning provides for the use of multi-media compositions. Data is analysed to track pupils' results from baseline assessments to the end of Year 6.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

67. In order to raise further the standards of work and the quality of education provided, the governors, headteacher and senior managers should:
  - (1) Improve the achievement and rate of progress for pupils in English and mathematics in Years 3 to 6 by;
    - consolidating good lesson planning, good practices and teacher skills;
    - building on pupils' knowledge, understanding and skills;
    - raising teachers' expectations of what pupils are capable of, know and can do;
    - ensuring that assessment is consistently and effectively used to inform future teaching and learning so as to raise standards further.(Paragraphs 3, 6, 9, 10, 20, 24, 80, 90, 91, 94, 100)
  - (2) Improve the achievement and rate of progress for pupils throughout the school in writing, information and communication technology and religious education by:

- building consistently on the good opportunities for pupils to develop their understanding of grammatical structures through extended pieces of writing for a range of different purposes;
  - encouraging pupils to apply their use of vocabulary to other subjects;
  - consolidating good lesson planning, good practices and teacher skills and ensuring that progression is built on and established in all lessons;
  - building on the existing provision for ICT and raising teachers' and pupils' skills and confidence using ICT;
  - providing planned opportunities for pupils to develop their ICT skills in different subject areas;
  - improving the planning for and delivery of religious education so that pupils have a greater depth and understanding of the subject.
- (Paragraphs 9, 22, 88, 92, 94, 95, 115, 118, 132, 134, 135)

(3) Improve the curriculum access for all pupils by:

- ensuring a better balance for all subjects in the National Curriculum;
  - reviewing the timing and organisation of all subjects.
- (Paragraphs 26, 106, 109, 111, 113)

(4) Develop the roles of the subject co-ordinators for English, science, design and technology and religious education by:

- developing their monitoring and evaluating roles to ensure greater rigour;
  - ensuring they have clear action plans for raising standards and improving teaching and learning.
- (Paragraphs 53, 54, 81, 96, 106)

### **Minor weaknesses**

Address the unsatisfactory accommodation by:

- improving the library provision, accessibility and resources;
  - improving the outdoor learning area for reception children and ensuring there is sufficient large play equipment available;
  - reviewing the use of the Pavilion as a suitable teaching area.
- (Paragraphs 62, 82, 88, 95, 136)

Improve the attendance levels by:

- consolidating the good practices in place to monitor attendance;
  - ensuring that all parents are fully aware of how important it is for their children to attend school.
- (Paragraphs 17, 18)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	43

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	17	35	36	3	0	0
Percentage	4	20	41	31	4	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	16	365
Number of full-time pupils known to be eligible for free school meals	0	68

FTE means full-time equivalent.

#### Learning difficulties

	Nursery	YR – Y6
Number of pupils with statements of learning difficulties	0	5
Number of pupils on the school's learning difficulties register	0	72

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	12

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	6.9
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days session 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	22	26	48

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	18 (24)	16 (22)	21 (33)
	Girls	22 (18)	23 (19)	30 (18)
	Total	40 (42)	39 (41)	41 (51)
Percentage of pupils at NC level 2 or above	School	83 (76)	81 (75)	85 (93)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	18 (23)	20 (28)	21 (33)
	Girls	22 (18)	20 (19)	23 (18)
	Total	40 (41)	40 (47)	44 (51)
Percentage of pupils at NC level 2 or above	School	83 (75)	83 (85)	92 (93)
	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	35	24	59

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	30 (13)	28 (18)	33 (24)
	Girls	19 (29)	17 (27)	21 (29)
	Total	49 (42)	45 (45)	54 (53)
Percentage of pupils at NC level 4 or above	School	83 (72)	76 (78)	92 (91)
	National	75 (75)	73 (71)	86 (87)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	24 (13)	26 (17)	33 (18)
	Girls	15 (27)	16 (28)	21 (28)
	Total	39 (40)	42 (45)	54 (46)
Percentage of pupils at NC level 4 or above	School	66 (69)	71 (78)	92 (91)
	National	73 (72)	74 (74)	86 (87)

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	302	3	2
White – Irish	0	0	0
White – any other White background	17	0	0
Mixed – White and Black Caribbean	16	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	13	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	2	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	15	0	0
Black or Black British – African	6	0	0
Black or Black British – any other Black background	5	0	0
Chinese	2	0	0
Any other ethnic group	3	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: YN

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	16.51:1
Average class size	16.5

### Education support staff: YN

Total number of education support staff	2
Total aggregate hours worked per week	53

## Financial information

Financial year	2001/2002
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Total income	1005582
Total expenditure	1009953
Expenditure per pupil	2679
Balance brought forward from previous year	145611
Balance carried forward to next year	141240

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.59
Number of pupils per qualified teacher	22.7:1
Average class size	25.93

### Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	244

## Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

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

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	392
Number of questionnaires returned	110

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	4	1	1
My child is making good progress in school.	46	49	3	1	1
Behaviour in the school is good.	25	48	12	11	4
My child gets the right amount of work to do at home.	44	27	16	9	3
The teaching is good.	58	36	4	0	2
I am kept well informed about how my child is getting on.	45	46	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	73	24	4	0	0
The school expects my child to work hard and achieve his or her best.	49	43	5	0	4
The school works closely with parents.	43	44	8	2	4
The school is well led and managed.	49	34	6	6	6
The school is helping my child become mature and responsible.	51	41	3	0	5
The school provides an interesting range of activities outside lessons.	53	34	7	0	6

### Other issues raised by parents

24 written returns were received. These were mainly supportive of the school, its standards, quality of leadership, teaching and curriculum offered.



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

### **AREAS OF LEARNING FOR CHILDREN IN THE NURSERY AND RECEPTION**

#### **Personal, social and emotional development**

68. Children enter the nursery class in the autumn following their third birthday. They attend for morning or afternoon sessions each day, and transfer to reception classes in primary schools one year later. About two thirds transfer to Byron.
69. Good provision in this area of learning underpins all aspects of the children's work and play. Good teaching helps them to progress well and many four-year-olds are already reaching some of the nationally expected goals set for the end of the reception year. They show good levels of interest and involvement in their activities. With sensitive support, they are confident in talking before the class group. Some maintain attention well and can concentrate for long periods, as when tracing round rectangle shapes. Children enjoy playing together, for example with toy vehicles and the multi-storey car park. Staff have a good rapport with the children and manage them in a consistently positive way. Consequently children in nursery and reception are almost always well behaved. With suitable reminders, they move about the school in an orderly way, as when walking to the computer room or into the hall. With appropriate training, most four-year-olds manage to change themselves into shorts and tee shirts, ready for physical sessions. Three-year-olds make good attempts at putting on coats for outdoor learning. Children in nursery and reception are aware of routines, encouraged by the caring, secure and welcoming approach of teachers and support staff. Four-year-olds in particular settle readily to their tasks. With gentle reminders, they are learning to share and take turns and be part of a group, as at snack time when they offer each other fruit sensibly. Teachers use the children's different cultural and religious heritage to good effect, sharing, for example aspects of Eid and Hanukah celebrations. Teachers and support staff are developing effectively the children's sense of well-being.

#### **Communication, language and literacy**

70. Provision for this area of learning is good with daily priority given to the development of early literacy skills. Teaching in this area is good and, as a result, children make good progress. However, because of low starting points many four-year-olds are unlikely to reach the nationally set goals, in reading and writing in particular, by the end of the reception year. Although there is a wide range of speaking skills, with some unclear speech, with gentle encouragement, most four-year-olds are confident in talking before the class group. They talk to each other in their play, about where to place wooden blocks for a 'show', for example, or who would be which bear in the bears' house. (So much talking and organising in fact that little time was left for actual playing!) Teachers and support staff across the nursery and reception readily engage the children in planned and spontaneous conversations. They encourage children to talk and to extend their vocabulary, by talking about photographs in nursery, for example, or discussing the outcomes of a bubble investigation in reception. Children listen carefully to instructions. They listen attentively and with obvious pleasure to stories, especially when enlivened by props such as Mr Bear, Mrs Bear and Baby Bear. Their relevant comments are welcomed and valued by teachers. They join in with repetitive parts of stories, and those four-year-olds with the potential to attain more highly are beginning to recognise some familiar words. Teachers provide good

access to books, which both three-year-olds and four-year-olds clearly enjoy, handling them with care. Older children know how books are organised, and are familiar with terms such as 'author' and 'title'. Teachers provide good opportunities, in focused and self-chosen activities, for children to make marks with pencils, crayons and other writing implements. For example, they encourage children to write labels for models, or draw and write in little home-made books. Many four-year-olds make reasonable attempts to write their names but, in their independent writing, letter-like shapes are just beginning. Teachers value this early mark making, acting as scribe to write down the meaning. Teachers work hard, especially in focused groups, to reinforce children's learning about letters and sounds, and as a result children are starting to use their rudimentary knowledge in their writing. Higher-attaining children are beginning to write familiar words to make a simple sentence.

### **Mathematical development**

71. Teaching in this area of learning is good. Teachers provide focused practical mathematics activities for small groups that are carefully matched to challenge differing abilities. They use everyday articles to promote understanding, for example using grocery items or different sized bears. They give children ample opportunity to experiment and play with the things for themselves, and to find out, for example, items that balance. They emphasise vocabulary such as 'heavy', 'light' and 'balance'. Teachers in nursery and reception capitalise on children's chosen activities, or routines such as registration, to reinforce counting skills. They use games to good effect to promote understanding of simple numbers. They encourage children to put numbers together, asking, for example, how many more are needed to make six, and through effective use of number rhymes. As a result of the good teaching, children make sound progress and four-year-olds are on course to reach the expected goals by the end of the reception year. They count to ten and further with confidence. They write numerals, though not always the right way round. They print geometric patterns with sponges and recognise simple shapes such as triangle and circle. They compare two items of shopping and can identify which is heavier and which is lighter. They are beginning to make items balance.

### **Knowledge and understanding of the world**

72. Teaching and learning in this area are good and, as a result, children are likely to reach the nationally set goals by the end of the reception year. Teachers across the nursery and reception provide good opportunities for children to be curious, to investigate and to experiment. For example, three-year-olds enjoyed adding more and more water to sand to find out what would happen, and four-year-olds were fascinated when experimenting with bubble mixture and different-shaped wands to find out which made the best bubbles. In information and communication technology, teaching is very good with high expectations, patient small step instructions and a high level of adult support. Teachers use the computer suite to very good effect, promoting children's learning well. Four-year-olds are beginning to make patterns and recognisable images, such as a Christmas tree. They change the colour and tool (paintbrush or roller), some with support and some independently. Some three-year-olds manipulate the mouse to colour in pictures on the screen. Children across the nursery and reception enjoy making things, as when building with wooden blocks or joining interlocking bricks. In nursery workshop activities, with close adult support, children enjoy hammering nails to join wheels to a wooden block or sanding down small pieces of wood. Children in nursery and reception confidently use all parts of their learning environments. They are gaining an appropriate sense of place through

regular walks through the school grounds, for example to the computer suite. Teachers emphasise directional words such as 'across' (the playground), 'down' (the big steps), or 'along' (the narrow path). They talk about changes in the environment, for example how the trees have now lost all their leaves.

### **Physical development**

73. Teaching and learning in this area are good overall and four-year-olds are well on course to reach the expected outcomes by the end of the reception year. On occasion, teaching is very good with carefully structured steps that encourage children to move with confidence in different ways and with a good sense of space. They practise, watch each other, and improve. They enjoy being active. Standards are good in this aspect: children have already reached the set goals and are beginning to make inroads into National Curriculum programmes. The school makes appropriate provision for nursery children to exploit their physical skills in an enclosed play area. The children enjoy ample access, being able to play inside or outdoors for most of the session. In the reception classes, however, a small and awkwardly shaped outside area with insufficient play equipment limits children's access to adventurous and energetic play and to outdoor learning. Teachers compensate by working outside with small groups of children at a time on structured activities such as developing skills with balls or tricycles. Teachers across the nursery and reception provide a wide range of appropriate activities to encourage children to use their hands and fingers with dexterity. Most children hold pencils, crayons, and paintbrushes effectively. They use their fingers well, for example to press, roll and poke play dough to make bear faces. They pat, scrape, dig and build with sand.

### **Creative development**

74. Teaching and learning in this area are good overall. Four-year-olds are well on course to reach most of the expected goals by the end of the reception year. Teachers provide a good range of creative activities that children enjoy. For example, children make suitable patterns with shaped sponges and intricate collages from a variety of materials. They draw and paint freely with a bold use of colour, but few paintings and drawings are realistic. As with their early writing and mark making skills, standards in this aspect are lower than is to be expected. Staff stimulate children's imagination effectively and, as a result, children readily make up stories in role-play, for example, or about a collage. Teachers and support staff join children in their play and, through good quality questioning, extend their imaginative ideas effectively. Teachers use songs and rhymes to good effect, for example to reinforce understanding of numbers. Children are gaining a repertoire of songs and rhymes that they enjoy. They sing tunefully. Four-year-olds make good attempts to clap a repeated pattern and to accompany a familiar song with musical instruments.

## **ENGLISH**

75. From a low base on entry, there is satisfactory improvement throughout the school. There are good indications that these improvements will continue and that the school is likely to meet its targets for the seven to eleven age group in 2003. These targets are below last year's national average but are based upon a realistic analysis of the current Year 6 pupils' prior knowledge and attainment. Each year, groups of pupils have a different starting point. Last year, for instance, the results of the national tests taken at the end of Year 6 were above the national average. The standard of pupils' English is broadly in line with the

national average for pupils in Year 2 but is below average for the current pupils in Year 6. This is because the older pupils have too few opportunities to produce well-written and neatly presented work. Too much time is given to producing work in draft and too little on producing a final piece of work to a high standard. Their reading and speaking and listening skills are average. The satisfactory and sometimes very good progress made by pupils is attributable to the quality of teaching and the positive impact of the literacy hour, where pupils demonstrate good behaviour and attitudes. The current Year 6 pupils have made satisfactory progress from their previous knowledge and skills.

76. Inspection findings show that standards for speaking and listening are below average when pupils start school but improve well in the Infants and progress is satisfactory in the junior section of the school. By Year 6 standards are average. Pupils with learning difficulties and those for whom English is an additional language are enabled to make good progress. No discernable difference in the attainment of boys and girls was observed. Different groups of pupils are fully included and enabled to participate in literacy lessons.
77. Teachers provide good and sometimes very good opportunities for pupils throughout the school to develop speaking and listening skills. They often invite pupils to chat to a partner, to discuss the teaching point, and talk about what they know and have learned, so that they acquire and use the language associated with the topic. A very good example of this was seen in Year 2, where pupils enjoyed a familiar story called 'Suddenly.' They quickly picked up the message that there need to be clear instructions to enable them to find their way around 'Preston's world.' Similarly, in Year 1 the pupils worked very hard to prepare themselves for writing a book for younger children in the Reception class. They identified different sounds in words saying 'I heard the sound in the word'. Pupils in Year 5 listened well to the story of the 'Titanic' and worked in groups to discuss and improve their ideas in order to write an account of the events at the time. They imagined themselves on the ship and stated that 'you would hear a bump.' They extended their vocabulary by using such phrases as 'their breath was forming frosty clouds in the air.' However, they found it difficult to describe the motion of the boat. In this year pupils spend time discussing their design and technology projects and arrive at the conclusion that packaging needs to appeal to the market and needs to be clear. In Year 6, pupils work together and help each other to identify the active and passive tense. This requires much discussion.
78. As pupils' reading ability on entry to the school is generally low, they do well to attain average standards by the time that they leave the school. Infants build very well upon their knowledge of sounds in words learned in reception. Average and below-average pupils, including those with learning difficulties, quickly develop their knowledge and understanding of letter sounds as a result of the very good quality of structured teaching that they experience. In Year 1, pupils recognise initial and final sounds and many know combination of sounds such as 'sh'. In this way they tackle new and unfamiliar words. Above-average pupils demonstrate enjoyment and interest in reading. In Year 2, for example, they were re-reading their own work and identifying ways to improve sense and punctuation. The standard of juniors' reading is in line with national averages. Above-average pupils in Year 6 are on track to achieve even higher levels but the lack of a Junior library and access to a good range of well-catalogued books does not help these pupils refine their research skills. Pupils read with increasing fluency and accuracy, and older pupils can speak with first hand knowledge of a range of different authors. The school reading records indicate regular monitoring by teachers during group reading sessions.

They show satisfactory progress. The reading skills of the majority of Year 6 pupils are sufficiently well developed to enable them to cope with most texts.

79. The standard of writing is average in Years 1 and 2 when sufficient time is given for pupils to complete well-presented imaginative pieces of work, such as their number stories for the reception class children. These were completed in a week. They were neat and much of the spelling was accurate. Pupils even spelt difficult words such as 'Wednesday' correctly and used the capital letter. They did this without help from the teacher. Pupils are making good progress. The standard of pupils' writing in Year 6 is below the national average. This adversely affects the standard of their work in science and religious education. In the junior section of the school pupils spend too much time writing in their 'draft books' and too little time writing their best copy. Older pupils are developing a good understanding of the structure of language and are making good progress in this aspect of English but they spend too little time putting this into practice. As a result too much of their work is untidy and incomplete. However, these short pieces of work show that pupils' vocabulary is improving. In Year 6, for instance, one group of pupils started a story with 'Mr Jones looked at the car longingly'. In this year they also write in the style of different characters using colloquialisms such as 'Hey boss!'. Generally, the junior pupils write for a range of purposes such as autobiography, dialogue and reports but there are too few examples of creative writing, poetry and use of computers to improve writing. In Year 6, several pupils make simple spelling mistakes and whilst their handwriting is joined it is often very untidy. However, when taking pupils' prior knowledge and understanding into account, their previous test results and the lessons observed, they are making satisfactory progress. When pupils are withdrawn for extra literacy work they make good progress, for instance in Year 4 where pupils played a word recognition game and quickly became adept at recognising and spelling several words. Improving the quality of pupils' writing is currently a school priority.
80. The quality of teaching is very good in the Infants and satisfactory in the Juniors. The very good and sometimes excellent teaching of English in the Infants results from the teachers' very good subject knowledge. The teachers vary tasks, stimulate their pupils' imagination and make learning fun, for instance, by getting the children to look into a magic box. This was empty but the pupils could see a variety of toys such as 'two teddies cuddling'. These teachers have high expectations of what pupils should achieve within the literacy hour. The way in which they use questioning to draw out meaning and develop pupils' understanding is thoroughly effective. Generally, where pupils of different attainment are grouped together, teachers plan work that matches pupils' abilities. As a result pupils are challenged to learn and they respond by working hard and productively. Below-average pupils, including those with learning difficulties, are well supported by teaching assistants and pupils learn well as a result. In the best lessons, teachers, and sometimes teaching assistants, assess pupils' progress closely and effectively in lessons. This helps them to set challenging targets for improvement for individual pupils and groups of pupils. Good planning in Years 1 and 2, for example, leads to the level of work being adjusted appropriately week by week. Moreover, where teachers share the learning objectives with their pupils, the latter are clear about what they should know and do. Throughout the school the teachers have good relationships with their pupils and generally manage pupils well. However, in the junior section of the school a few of the teachers do not have sufficiently high expectations of the quantity and quality of pupils' finished work.
81. The co-ordination of English is currently unsatisfactory. The school has analysed test results in detail, including those of the optional tests in Years 3, 4 and 5, and has correctly

identified writing as an area of weakness. The co-ordinator, however, has not been successful in ensuring that the school's strategies for raising standards are consistently implemented across the school. For instance, the emphasis placed upon spelling and spelling homework is inconsistent and the collection of writing samples of completed work each term is well organised in the Infants but not in all of the Juniors. Records of the progress pupils make and their strengths and weaknesses are used to set targets for pupils. These are sent home each term but the way that they are shared with pupils differs from class to class. Due to illness the co-ordinator has been unable to carry out close supportive monitoring of planning and teaching. No person has taken her place. As a result, although teachers competently operate the literacy hour, specific areas of weakness in writing have not been identified and the good progress made by pupils in the Infant classes is due to the expertise of teachers who influence this part of the school very well. Teachers use pupils' interest in other subjects to develop their skills in reading and writing. For instance, in history, a few Year 5 pupils have written accounts of their visit to a Victorian school. However, the school's promotion of literacy across the curriculum is opportunist rather than planned. This aspect of literacy needs to be clearly mapped through the wider curriculum, thus lightening the heavy percentage of time labelled 'English'.

82. The school library for the older pupils and the number and quality of books are unsatisfactory, and also the library is situated in the Infant part of the school. Books are not organised well and some books are too old. Class libraries have too few books to encourage pupils to search for information. As one Year 6 pupil stated, 'if I want to find out about something I go to the internet'. Although the more able pupils use the index and contents pages to find information, the lack of a good library does not help them extend their skills.

## **MATHEMATICS**

83. Pupils are now achieving well in mathematics in the school.
84. An analysis of work completed this year, together with observations in lessons and an analysis of assessment data, shows that pupils in Year 2 are currently working at about the expected levels for this time of the year. When the standards attained by all pupils in Years 1 and 2 are considered in the light of their attainment on entry to the school, together with the levels of challenge seen in lessons, then it is clear that pupils in Years 1 and 2 are achieving well in mathematics and making good progress. For example, pupils in Year 1 understood simple bar charts presented vertically and horizontally, whilst their older peers in Year 2 understood the construction of pictograms and could obtain information from them. Higher-attaining pupils could understand how to construct a pictogram when the symbol represented more than one item, though they needed some help to interpret such pictograms.
85. Many pupils in Year 6 are attaining standards below those expected nationally. This would appear to show a further decline over the situation in 2002, but the school asserts that this group entered the school with lower attainment. An analysis of past assessment data confirms that this is the case and that pupils in this year group have made satisfactory progress since Year 3. However, other year groups in the junior department, most notably Year 5, are doing rather better than might be expected. When all of the evidence about standards, progress and challenge in Years 3 to 6 are considered together, then achievement by the juniors is good. For example, a group of higher-attaining pupils in

Year 6 were already working at the levels expected next summer as they efficiently used tally charts to organise data into groups for analysis. Pupils in Year 5 were gaining a good understanding of the concept of division and setting the scene for the formal methods. They had good mental skills. For example, when one boy was trying to divide 135 by 7 he said 'It's 19 remainder 2, because  $20 \times 7$  must be 140. If you take away a seven, you get 133'.

86. The teaching of mathematics is improving and is a major factor in the good achievement reported. Of the eleven lessons seen, teaching was excellent in one, very good in three, good in six and unsatisfactory in only one. In Years 1 and 2, teaching was invariably very good, with one lesson judged excellent. In Years 3 to 6, teaching was consistently good, with the exception of one unsatisfactory lesson. This high quality of teaching overall is driving learning and achievement so that teaching and learning are very good in Years 1 and 2 and good in Years 3 to 6.
87. Throughout the school, teachers have a thorough understanding of the methods of the National Numeracy Strategy, which they apply effectively. This leads to pacy lessons that engage pupils' attention, making them want to take part. In the very best lessons, work is particularly well matched to pupils' needs so that each is challenged to the very limit of their potential. This was seen especially in the excellent lesson for Year 2 in which the original planning was amended following the evaluation of the previous day's work and more challenging work was offered. Pupils rose to the challenge with gusto, working hard with concentration and independence. Pupils with a special need are supported effectively in class and make the same progress as their peers. All pupils respect themselves, one another and their teacher so that, for example, they listen to a pupil with a special need struggling to put their thoughts into words with the same high levels of courtesy as when listening to their teacher or friends. However, when teaching and learning were unsatisfactory, the lesson was ill organised, resources not readily available and pupils' high spirits not channelled appropriately. As a result, too little learning took place.
88. Good assessment procedures are used well to make the most of pupils' potential. Long-term analyses of test data identified a weakness in problem solving, when the problem is given in words. This was addressed through the addition of targeted lessons. In the shorter term, informal and formal assessments are used well to decide the tasks pupils should be attempting in lessons. The school is making effective use of the methods of the National Numeracy Strategy and the support plans to help pupils achieve better. In Year 6, there is some teaching in classes formed by pupils' prior attainment, and this is effective in enabling those with the potential for high attainment to meet the level of challenge they need to make the best progress. These enhancements to the basic curriculum mean that the curriculum on offer in Years 3 to 6 is good. However, there is little use of information and communication technology to support learning in mathematics as yet.
89. The curriculum co-ordinator is offering a sound lead to colleagues. There has been good quality monitoring and taking stock of the work in the subject to promote improvements which are now beginning to bear fruit. As a result, the targets for the subject in the school development plan are entirely appropriate and good action has been taken to secure improvement. The school has adequate resources to teach the subject.

## SCIENCE

90. Standards in work seen during the inspection show some improvement when compared to previous school results, and were average in Years 2 and 6. This is indicative of the hard work put in by teachers and their efforts to help pupils succeed. Pupils with learning difficulties make good progress by Year 6. Overall, pupils' achievements in Year 2 and Year 6 are satisfactory, except that the higher-attaining pupils are achieving less than they should. There has been too little progress in provision for higher-attaining pupils and for all pupils in experimental work.
91. Pupils in Years 5 and 6 make straightforward observations of the outcomes of practical work, and record them on charts and simple graphs. For example, they compare their pulse rates before and after exercise. They understand scientific concepts such as *friction*, *gradient* and *gravity*. However, there is too little progression between their work and that carried out in younger classes, and this has restricted their progress over time. Year 2 pupils, during the inspection, were beginning to carry out investigations with care and accuracy, and understood the need to ensure that tests are fair. There was no clear extension from this in the work undertaken even by Year 6. Pupils have too few opportunities to design their own experiments or to record their work in a scientific way, using appropriate vocabulary and diagrams. As a result, work in science is not making an adequate contribution to literacy and numeracy skills.
92. In Year 2, most pupils can make simple observations and are beginning to learn scientific facts, such as that pushes and pulls are types of forces, and that shadows change when light moves. Some work has good features, for example, in connecting circuits and making switches, pupils are excited by their work, developing a sense of wonder when the bulb lights up. Higher-attaining pupils only occasionally work to an above-average standard, because teachers do not indicate clearly in their planning how they will extend these pupils. There are weaknesses in the presentation of pupils' work, and some is left unfinished.
93. Teaching during the inspection was satisfactory overall, with some good teaching in the younger classes. Analysis of pupils' work, however, showed some unsatisfactory features over the course of the year, particularly in the scope of work for higher-attaining pupils and in assessment and marking. Lessons during the inspection were soundly planned, and led to satisfactory learning across all aspects of the National Curriculum, although pupils' skills in designing experiments were limited as they had not had enough practice. Where the teaching is good, teachers have good subject knowledge, use questions effectively, pace their lessons well and have high expectations of the pupils in terms of behaviour and learning. In the weaker lessons, time is not managed well, pupils spend too long sitting on the carpet, teachers are too directive, and all pupils copy work from the board, some of which they do not understand.
94. The school is now using the recommended scheme of work and all aspects of the National Curriculum for science are successfully addressed but, at the moment, there is no deliberate development of skills. Time allocated to science teaching varies between classes. Generally science makes insufficient contributions to literacy and numeracy.
95. Pupils write about their work and use reference books well when they need to, but such opportunities are limited, with insufficient books in the library. Similarly, pupils use their mathematical knowledge in using graphs but these are frequently not interpreted, and few



conclusions are drawn from the data. There is poor use of information and communication technology to support the subject. The school grounds, local environment and 'hands on' displays are not used well to enhance both the teaching and the learning. Assessment is not consistently used to help pupils improve their work and set targets for the future.

96. Co-ordination is unsatisfactory. The subject is not well monitored. The scheme of work is not always taught in a systematic way to ensure that pupils make progress as they move up the school. The results from the national tests are insufficiently analysed to help raise standards. The subject makes a good contribution to the pupils' social development through opportunities to work together and to share resources.

## **ART**

97. The standard of pupils' work is in line with national expectations in Years 2 and 6. All pupils, including those with learning difficulties and those of higher attainment make at least satisfactory progress. Work on display successfully celebrates pupils' achievements and shows good development of skills. For example, Year 3 pupils have explored frottage using earth colours, and Year 5 and 6 pupils have studied different patterns in the environment and have drawn and recorded flowers from observation.
98. Younger pupils communicate their ideas and feelings through drawing, painting and collage, for example, when exploring basic elements of shapes and pattern. Pupils have been on a pattern walk looking at their surroundings and discovering the varying patterns around them. They recognise repeat and reflective patterns and extend their vocabulary usefully. Information and communication technology helps pupils to explore primary colours and create self-portraits.
99. By the age of eleven, pupils are more confident and use a range of media and equipment. In Year 3 they design and make pop-up cards. They improve their co-ordination when cutting and folding and making springs and levers to assist moving parts. They decorate these carefully and select and apply different materials. Year 5 and 6 pupils explore abstract art and evaluate their findings well. They also look at photographic patterns in the environment and comment on these. Some have produced fine collages of sunflowers inspired by their study of Van Gogh. In discussion pupils are aware of the work of influential artists. Pupils develop their pattern work through investigating and experimenting with paste resist techniques. Using previous drawings, they select fruit and pattern studies and simplify these as line drawings for designs. They affix their designs carefully and apply the paste resist with due care. Others choose resources suitable for a collage using the same theme. They readily explain the techniques and evaluate each other's work sensitively. Sketchbooks are used creatively to record and collect ongoing ideas to support further work.
100. The quality of teaching and learning is good overall. Teachers are secure in their knowledge and understanding and several are enthused when teaching and, as a result, inspire pupils. Expectations of what pupils can do are good and they are encouraged to try out ideas and explore different media. Teachers use correct terminology and ensure that pupils understand. When preparing designs some older pupils were observed measuring grids to ensure the patterns were placed correctly. Oral evaluation of work is a good feature of all art lessons and pupils develop their critical skills well. Pupils develop their knowledge and understanding of art from different periods and cultures and their own work is often influenced by this knowledge.

101. Pupils' attitudes are always good; they enjoy art, are keen and eager and work hard. They share equipment and use it with care. Pupils work well together and readily help one another.
102. Leadership of the subject is good. The co-ordinator has undertaken a thorough audit and plans to undertake an audit of teacher skills with a view to addressing any gaps in teachers' knowledge and experience. The co-ordinator monitors planning, but not as yet teaching and learning. She is aware of the importance of raising pupils' awareness of different ethnic and women artists. A portfolio of work and photographic evidence is developing and it is beginning to be used to help teachers moderate and compare good work. The tracking of pupils' progress is appropriate. The co-ordinator wants to extend the use of information and communication technology to include planned opportunities for research, and this is quite appropriate. Resources are adequate but often teachers supplement items for use as a stimulus or still-life focus.

## **DESIGN AND TECHNOLOGY**

103. The standard of pupils' work is in line with national expectations by the time that they are seven years old and when they are eleven. This judgement has been reached as a result of observing three lessons in the junior section of the school and by examining books and samples of work. All pupils, including those with learning difficulties, make at least satisfactory progress in this subject.
104. Throughout the school the pupils cover the whole design process. They work to a design brief and evaluate their work to seek improvement. For instance, Year 1 pupils design a 'fruit salad' noting what they did and did not like and suggest improvements. Year 5 pupils have taken their yoghurts home to get the opinion of their family. For instance, one pupil stated that 'my sister thought that the cinnamon was a bit strong but I know that my dad liked it because he finished it off'. This helps them discuss and discover that different age groups have different tastes. They also understand that marketing of products requires an understanding of the buyers and the need to attract them. These discussions also extend pupils' vocabulary. For instance, one mother said that 'it looked tempting'. Year 6 pupils design and make Christmas cards using 'pop-out mechanisms' and moving parts in order to make them attractive. They plan their work carefully and try several prototypes.
105. The quality of teaching is satisfactory overall. This judgement has been made from lesson observations and from an analysis of completed work. In the lessons seen, the quality of teaching was satisfactory in two lessons and good in one. In most lessons teachers use the correct vocabulary, such as 'mechanism', 'evaluate' and 'annotate'. In the good lesson the teacher had good subject knowledge and enthusiasm for the subject. Good links are established with home and the pupils are challenged to think carefully about how they can improve their product.
106. Although curriculum planning is appropriate it is not sufficiently clear and detailed to help teachers plan quickly. Thus the standard achieved is due to the teachers' commitment to teach the children well rather than to the help given by the subject co-ordinator. Co-ordination of this subject is currently unsatisfactory. There has been no teacher responsible for this subject since the schools have been amalgamated. The melding of two schools to ensure that the numeracy and literacy strategies are working throughout the school has meant that design and technology has been a low priority. There has been no

co-ordinator for several years although the previous Junior and Infant co-ordinators have received good training. An action plan for improvement has been carried out, resources are satisfactory, but pupils' progress throughout the school is uneven as teachers who are particularly interested in this subject do better than others. A new co-ordinator has been appointed for January 2003.

## **GEOGRAPHY**

107. Because of timetabling arrangements, no geography lessons were seen during the inspection. From talking to pupils, looking at samples of work and planning documents, standards in geography at age seven and eleven are found to meet national expectations. Seven-year-olds draw suitable maps of Preston's world from a story in literacy. They identify the key features, for example the shop, the pig school and the park. They are gaining an appropriate understanding of different environments through their work on jungles. They give simple directions to places within the school building. Eleven-year-olds have an understanding of the purpose of four- and six-figure grid references on maps. They are gaining an understanding of the eight points of a compass. They consider current events, such as the Bali bombing, and identify relevant places on a world map.
108. The quality of teaching and learning is judged to be satisfactory. Teachers suitably emphasise practical enquiry. Appropriate use is made of the school grounds, for example through suggestions to improve the playground, some of which - the tall 'pencils' - they put into practice. They arrange visits to the local environment, to St John's Church, for example, or to Old Coulsdon. Teachers use local maps and encourage pupils to think about local issues such as the future of Cane Hill Hospital. They take pupils further afield to broaden their experience of other places, for example to Littlehampton when studying coastlines. The school makes appropriate provision for residential experiences as in the annual visit to Somerset. Teachers use other subjects suitably to promote learning in geography, devising plans of the prison camp in 'The Silver Sword' in literacy, for example, learning about co-ordinates in mathematics, or devising landscapes in information and communication technology. The school takes good account of the different countries linked to pupils and adults within the school community, displaying the relevant flags. As a result, pupils' awareness of other parts of the world is suitably raised and the different heritages valued.
109. Co-ordination of geography is satisfactory. The co-ordinator uses her personal subject expertise to good effect to advise and support other teachers. By monitoring planning and looking at pupils' work she is able to gain an insight into the subject across the school. She has not yet monitored teaching and learning. An adequate curriculum framework is in place that outlines when geography should be taught and suitably includes ongoing units of work for each key stage. Overall, however, it lacks rigour, allocating units by term not half term, and taking no account of when other foundation subjects, such as history, are taught. As a result, gaps can occur in pupils' geography learning and subjects can be bunched together, limiting their teaching time and consequent impact. The overall time available for geography through the year is unclear.

## **HISTORY**

110. Standards in history at age seven exceed national expectations. Seven-year-old pupils are gaining a good understanding of historical events and famous people in the past. They talk with confidence about The Great Fire of London, about why the fire spread as it did,

for example, and why so many people died. They enjoy recalling facts about Samuel Pepys in particular, for example about his 'fashionable' wig and why he buried his Parmesan cheese. They have a clear understanding that these events are real and know how to find out about the past, from books, videos, the teacher, and also 'by asking your Grandad'!

111. Because of timetabling arrangements, it is not possible to make a firm judgement about standards for eleven-year-olds. Although they have some incidental experiences of history, planned history lessons are scheduled for the summer term only. This is clearly not satisfactory. Standards for pupils in Years 3, 4 and 5 meet national expectations. Pupils have an understanding about aspects of Roman life, Tudor times and Victorian England respectively. They compare and contrast life then with modern times appropriately.
112. Teaching and learning in history is satisfactory overall. About one third of lessons seen were good or better, mainly in Year 2. Occasionally teaching is unsatisfactory when too much is planned for the time available and the lesson becomes rushed, hindering secure learning. In the best lessons, as a result of good subject knowledge, teachers give pupils a rich experience of the past. They use imaginative strategies, for example, such as inviting pupils to take on the role of a historical figure such as Samuel Pepys, or by providing a wide range of well-organised resources to illustrate Roman-bathing routines. These lessons motivate pupils effectively and hold their attention well. They respond well and with evident enthusiasm to the good teaching. Pupils only become restless in other lessons when the pace is more pedestrian. In general, teachers plan effectively. What children are intended to learn from each lesson is clearly stated. They use suitable questioning skills to prompt recall from previous lessons. Teachers make appropriate links with other subjects, literacy in particular, through the writing of accounts or plays, for example. They encourage speaking skills effectively, as in the Samuel Pepys' interview.
113. Teachers enhance the history curriculum well. They use artefacts and other resources effectively to give pupils a broad experience of the past, for example through role play in costume to enact a Tudor day, or by using a 19<sup>th</sup> century census to find out about Old Coulsdon. A 16<sup>th</sup> century map of the world stimulates appropriate discussion about how and why it differs from a modern version and the Internet provides opportunities for research. Visits and visitors enliven pupils' learning, for example to The Ragged Museum in London or the presentations of a Tudor play in school. Overall, however, the lack of a curriculum framework to schedule what is to be taught and when, and that takes account of learning in other subjects, limits pupils' experience of history. Over-long gaps between blocks of history lessons curtail pupils' access to teaching time and the continuity of their learning.
114. Co-ordination of the subject is satisfactory overall and monitoring of planning and pupils' work is underway although it is largely informal. Assessment is adequate and is used to inform future teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

115. Following the completion of the newly networked suite of computers, pupils' skills are improving rapidly. The school has recently opened a new suite of 30 networked computers and all classes are timetabled to use it on a regular basis. Staff confidence has increased following training, and teaching in the suite is good. However, the suite is new

and, although pupils are now achieving well, standards throughout the school are still below National Curriculum expectations. The computers available in classrooms are not being used enough to reinforce the skills learned in the suite and to support learning in other subjects.

116. Pupils in Year 2 confidently used a painting program to complete a winter scene. They were able to use tools to draw rectangles and circles to create recognisable houses and snowmen, and the 'spray-can' tool was used well to create a snowy effect. Unusually, in this lesson pupils worked in pairs so that those lacking in confidence had a partner to guide them. Pupils worked particularly well in collaboration with one another and took turns amicably. It was not possible to observe Year 6 pupils in lessons, but work on display in classrooms shows that they have created newspaper front pages with columns and mast heads, including graphics, some imported from the Internet. Pupils in Year 3 enjoyed using 'wizards' to help them create personalised gift tags, changing the font and style of the writing. Most could change the provided pictures for other suitable ones from the clip art collection, having searched through them using the keyword 'Christmas'. Year 4 pupils designed Christmas cards from scratch, as well as exploring how to make the appearance of a word match its meaning, for example, grow. Year 5 pupils, in a lesson linked with numeracy, used a spreadsheet to enter data about foods and costs for a party, using formulae to find totals and showing the results in the form of bar charts and pie charts.
117. Of the five lessons observed, teaching and learning were good in three and satisfactory in two. Teachers made good use of the facility that enables them to 'take-over' pupils' monitors for demonstration purposes, using the headphones and a microphone to ensure all are listening. The school has the use of a dedicated technician who sets up the suite ready for a lesson, supports teachers in the suite, responding to queries, and ensures that all machines are working properly. He is well qualified and makes a major contribution to teaching and learning in the suite. Good teaching was characterised by good planning and preparation. Demonstrations are commendably brief so that pupils can get on with the job in hand. Pupils know what it is they are about to learn through the use of worksheets which include the objectives for their learning and detailed instructions on what they are to do. In the lesson using spreadsheets, different pupils had different tasks so that all were challenged at the right level. This is true of all pupils, including those with a special educational need.
118. The co-ordinator offers sound leadership. She oversees curricular provision; the headteacher has taken the lead in acquiring hardware. He has used the principles of best value exceptionally well, making some canny purchasing decisions so that a small outlay has resulted in a very impressive resource. The school development plan includes detailed targets for the subject and is well constructed. The co-ordinator is aware that further development is needed, for example, in the use of computers in the classroom to support learning and the use of the newly devised assessment scheme to ensure that all pupils get the right diet. Nevertheless, the movement in a short time has been very effective in improving matters.

## **MUSIC**

119. The standard of pupils' work is in line with national expectations by the time that pupils are seven and eleven years old. All pupils including those with learning difficulties and higher-attaining pupils, make appropriate progress.

120. Throughout the school pupils experience a good balance of practical music-making skills and techniques. In lessons and assemblies pupils enjoy singing and sing competently. They build on their repertoire of new and familiar songs and follow direction carefully. Younger pupils develop listening skills when they handle and play different tuned and untuned percussion instruments. They sing the chorus 'What's your favourite' whilst passing a beanbag in a circle and waiting for their turn to select an instrument to play. They name instruments correctly and describe the sound when played, for example, loud or soft. They make sound patterns for another pupil to copy and use terms such as beat and rhythm correctly. Year 2 pupils recognise long and short sounds and use and follow symbols that represent these. They clap complicated rhythms and devise their own short musical patterns when working in pairs and perform these confidently to the class.
121. Pupils in Year 6 perform and evaluate Zulu songs that they have learned with a visiting Zulu drummer the previous week. In groups they create some excellent movements and dance sequences as accompaniment to their singing of 'Wenau biz wa' and 'Ikbanta ma hl oba'. When performing and evaluating these they show a real understanding of the lively beat and rhythm. They gain first hand experience of music from a different ethnic culture and can explain the words and meaning well. Pupils perform well and when it is their turn to be the audience they are attentive and supportive.
122. Pupils' attitudes are good and at times very good. They really enjoy their music lessons and are keen to play the instruments and perform to each other. When working in pairs or groups they are considerate, wait their turn and handle instruments carefully.
123. The overall quality of teaching is at least good and at times is very good. Teachers are increasingly confident and are willing to try out ideas. They make learning music fun. Lessons are often brisk with a good range of activities to capture pupils' interest. Teachers promote and consolidate learning through good questioning techniques. Learning objectives are always shared and are reinforced with pupils. Good opportunities are provided for pupils who wish to learn to play instruments, peripatetic lessons are offered in cello brass, violin and piano, and about 13 pupils receive lessons in school. Pupils are encouraged to evaluate each other's work and they do this well.
124. The co-ordinator is a music enthusiast herself and she has successfully raised the profile of music within the school. She offers secure and good support for colleagues and has a good oversight of planning. Resources for the subject are good and are constantly being added to. The Parent Teacher association has contributed substantially to the range of instruments held. Various performers are invited to work with pupils, most recently a Zulu dancer and musician. The school is active in the local community and has performed in the Croydon festival, at the Fairfield Halls, and has been invited to play with the London Mozart Players. There are two popular singing clubs and several school productions throughout the school year. The school is looking for sponsorship and is keen to continue to raise the profile of music throughout the school.

## **PHYSICAL EDUCATION**

125. By the end of Year 2 pupils' attainment is likely to be better than that found in most other schools, directly reflecting the good teaching seen during the inspection. By the end of Year 6, attainment is at least in line with the expected levels for pupils of this age. Pupils achieve well and make good progress as they move through the school.

126. Younger pupils move in a variety of ways, for instance, they walk, hop, jump and run in different directions, making good use of the space available. When changing direction, they show awareness of others around them. Small apparatus is used to practise and perform simple jumps safely and pupils are beginning to link their actions together. They are quick to understand the structure of simple games. In Year 2, they demonstrate good co-ordination. They are aware of the effect exercise has on their bodies and talk about how they could improve their skills using appropriate language. Pupils in Year 1 show sensitivity to music as they improve the expressive quality of their movements when they explore feelings through dance. They represent robots, puppets and clockwork mice and move in time to music from the Nutcracker Suite.
127. Older pupils refine and develop their skills for a variety of games including Unihoc and football. They are learning to control the ball whilst moving and to hit a target unerringly. All pupils are aware of health and safety in physical education. Even the young pupils have some understanding of the effect of exercise on their bodies. Pupils know that their heart beats faster when they take exercise and that this is good for their health. This relates to their work in science. The great majority of pupils swim confidently and unaided over at least 25 metres, and new swimmers in Year 6 are particularly proud of their new found skills.
128. Pupils behave and respond well. They enter the hall quietly and use their time effectively. They use warm up exercises to good effect. Pupils concentrate to improve the quality of their skills and show enjoyment in being physically active. They co-operate in pairs and small teams, for example when preparing for a Unihoc tournament, or in their dance groups.
129. Pupils with learning difficulties are exceptionally well supported and integrated into the class, which allows them to make good progress.
130. Teaching is good. Lessons begin with an effective warm up. The pupils take this part of the lesson seriously and have come to understand the importance of preparing their muscles for exercise. Calm, quiet management and good relationships promote the pupils' self-confidence. Where teaching is good, lessons have a good balance between direct teaching and opportunities for pupils to practise and explore movements. Demonstrations by individual pupils to the rest of the class are used effectively to draw attention to the key elements in the activities. Pupils are taught to move the apparatus sensibly and independently. At times, opportunities are missed for pupils to reflect and evaluate, in order to refine their own performances and that of their peers.
131. The school is active in competitive sport against local schools. There is a very good range of extra-curricular sport and games, including opportunities for adventure and kayaking on the residential trip. A high proportion of pupils participate and have achieved success. There are good links with the local football club and sports' centre that provides additional facilities. The hard work, commitment and enthusiasm for physical education in the school give the subject a high profile.

## **RELIGIOUS EDUCATION**

132. Standards in religious education are below those expected although the requirements set out in the Locally Agreed Syllabus are just met. There are still significant gaps in the

knowledge and understanding of pupils in Years 2 and 6. Insufficient curriculum time is allocated to teaching the subject so it is likely that the scheme of work will not be fully covered by the end of Year 6. Pupils learn about the Christmas story in assemblies, which are used to celebrate the major festivals of the world faiths. Visitors, such as a Jewish parent, describe the Festival of Hanukkah and explain why Jewish people around the world light eight candles at this time. Pupils can extend their knowledge through extra-curricular activities such as the choir performing 'Holy Boy', or through the drama club performance of 'No Room at the Inn'. Resources were not seen in use during the week of the inspection and there are few artefacts on display to enhance the learning. This also has a negative impact on standards.

133. The quality of teaching is satisfactory overall. In the lessons seen, teachers have satisfactory knowledge and understanding of the subject, plan effectively and relate the moral issues to a religious base.
134. Year 1 pupils read a variety of Christmas stories. They learn that Jesus was presented to the world as a gift from God. There is excitement when pupils dress up and form a tableau picture of the nativity scene. This coupled with carol singing provides opportunities for spiritual development. Year 3 and Year 5 pupils are also learning the Christmas story. Pupils are introduced to Mary, and consider the qualities of a good mother. They are learning to make choices and think of ways to help others. This contributes to their moral development. However, there is insufficient progress made by different classes, when studying the same text. No teaching was observed in Year 2 and Year 6. The pupils' work was scrutinised and found to be insufficiently challenging and does not match up to standards of work, for example, in literacy or history.
135. Teachers do not yet assess pupils against the attainment targets of the Agreed Syllabus. This leads them to plan work that is not always matched to pupils' needs, including the needs of higher-attaining pupils and pupils with learning difficulties. This is preventing the school from gaining full benefit from the good teaching in individual lessons. As a consequence, older pupils have similar knowledge of Bible stories commonly taught to younger children, such as the story of "Joseph and his brothers" or the parables of Jesus, but have more limited knowledge of the world's leading faiths.
136. Work in religious education does not make an effective enough contribution to pupils' literacy skills, and there are insufficient books in the library for independent research. Pupils are not sufficiently encouraged to write independently, and too much is copied. Work is not always recorded. There are too few links between religious education and the literacy hour, and limited use is made of the library and computers in teaching the subject. The subject co-ordinator has yet to monitor the quality of teaching and learning. Nevertheless, the good quality teaching in individual classes and the respect with which pupils and teachers throughout the school treat the subject, place it in a good position to make further improvements.