

# **INSPECTION REPORT**

## **ALL SAINTS CHURCH OF ENGLAND JUNIOR SCHOOL**

Croydon

LEA area: Croydon

Unique reference number: 101787

Headteacher: Miss Rhian Swain

Lead inspector: Frances Forrester

Dates of inspection: 24 – 26 November 2003

Inspection number: 255325

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Junior
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	217
School address:	Upper Beulah Hill Upper Norwood London
Postcode:	SE19 3LG
Telephone number:	020 8771 9439
Fax number:	020 8771 4843
Appropriate authority:	Governing body
Name of chair of governors:	Dr Arthur Sambles
Date of previous inspection:	May 1998

## CHARACTERISTICS OF THE SCHOOL

All Saints Church of England Junior is an average size school. It is situated in the Crystal Palace area of London. It has 217 children on roll, 129 boys and only 88 girls, which causes an imbalance in some classes. The school has a falling roll. Most of the children live in the immediate vicinity of the school, and some families have low incomes. There is a high number of children who are learning English as an additional language.

The school is a multicultural community. 62 pupils are white British, 63 pupils are Black Caribbean, 33 are Black African and 10 pupils are from other Black backgrounds. There is also a small group of Asian pupils, including four Chinese. Nine pupils are at an early stage of acquisition in English. There are presently three children from asylum seeker backgrounds. The percentage of pupils whose mother tongue is believed not to be English is higher than in most schools. The home languages of these are mostly Twi, Yoruba, French and Bengali. The school only receives additional funding for 28 pupils of these children.

There are 35 children with special educational needs. Three children have an educational statement of their special learning needs. A quarter of the children are entitled to free school meals, which is broadly average. At the time of the inspection, the school was being managed by a headteacher who was brought in by the local education authority on a one-year contract until a new headteacher is appointed. The school has three new teachers this term including the deputy headteacher.

The children have average standards in English when they first start school, but in mathematics their standards are below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11590	Frances Forrester	Lead inspector	English, English as an additional language, geography and history.
9519	Sue Pritchard	Lay inspector	
14596	Tony Fiddian-Green	Team inspector	Mathematics, design and technology, art and design, religious education and special educational needs.
18116	Chris Taylor	Team inspector	Science, information and communication technology, music and physical education.

The inspection contractor was:

The Inspection and Consultancy Partnership

360 Lee Valley Technopark

Ashley Road

London

N17 9LN

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school that includes all children very well. The headteacher has introduced new strategies for improvement this term and she has good support from her staff. All the children achieve well now because the teaching is good and teaching assistants give good support throughout the school. By the end of Year 6, most children reach the standards expected for their age group in English, mathematics and science. The school is committed to developing basic skills. The school is well led and managed by the governors, headteacher and senior staff. It provides good value for money.

#### The school's main strengths and weaknesses are:

- The outstanding clarity of the headteacher's vision for the school's development.
- The governors have played a very strong part in the shaping the school's development.
- The school's administration is very efficient.
- Children are happy and enthusiastic about being in school, and the majority behave well.
- The school is dealing very effectively with all forms of bullying and harassment.
- Very successful action has been taken to promote good attendance.
- Children have very good respect for the values and beliefs of others.
- The staff very successfully ensure that the children have equal opportunities.
- Computer skills are not developed enough.
- The management of the support for the children who are learning English as an additional language is at an early stage of development. Staff need to improve their expertise and understanding of children's needs.
- The time which is allocated to lessons means some are too long.
- Provision in music is very good.

The school has made good improvements since the last inspection in 1998. The leadership and management are now successfully influencing the school's performance, and the school's development plan is linked to the budget. These were weaknesses in the last inspection. The quality of teaching is better than it was in 1998. All identified areas for improvement have been fully addressed. There are many more opportunities for promoting children's speaking skills through drama and discussion. Children's investigative skills in science, and their standards in geography, design and technology and physical education are also much improved. The school has a good ethos and it gives better value for money.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	D	C
Mathematics	E	D	E	D
Science	E	E	E	D

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average*

*Similar schools are those with similar percentages of pupils eligible for free school meals*

Despite the poor results in 2003, the inspection team found that **the children are now achieving as well as they can as they progress through the school**. This means that by the end of the present Year 6, most will reach or exceed average standards in English, mathematics and science. The results were lower than the previous year, after several years of improvement, albeit slow.

This was because there were staffing problems in Year 6 in 2002 to 2003. When the results in 2003 are compared to similar schools they are average in English but below average in mathematics and science. The children told inspectors they loved reading and the inspection team were also impressed with the good standards in music. Children sing particularly well often in four different parts. When the children first enter the school, most have average standards in English, but in mathematics, their standards are below average. The children, including those with special educational needs, successfully progress and are now achieving well in Year 6 because the teaching is good and they now have effective support. Those who are learning English as an additional language make satisfactory progress, but their writing skills are impeded because, until recently, there was no specialist support. Most children achieve well because the school is now effectively monitoring their performance, and any one who is at risk of falling behind their peers is given additional support. The children are responsible and they take initiative. There is an inclusive ethos in the school and the children's personal development, as well as their spiritual, moral, social and cultural development is **good**.

## **QUALITY OF EDUCATION**

The school provides a **good** education for its children. The key factors are the strong leadership of the headteacher and the **good** quality of the teaching and class support. The curriculum is good and the school has good provision in most subjects. Some lessons in English and mathematics are rather long, and this means that it is difficult for some children to maintain their concentration. The school has introduced a school council this term. This is to encourage the children to develop additional skills and to have a say in the school's development. Some school clubs have also been recently introduced to enhance the curriculum in sport and music. Music fulfils an important place in the life of the school and the children say they love it. The school provides very good care, guidance and support for the children

## **LEADERSHIP AND MANAGEMENT**

Leadership and management in the school are **good**. The school's development this term is very successful. The headteacher knows what needs improving and she has an outstanding vision for the school. This is successfully influencing the children's achievements and overall standards of work. She has worked closely with the senior management team and other staff to introduce new strategies for raising the children's attainment. She has also worked with the site manager to improve the building's appearance. The governors are very committed to the school, and they have actively influenced its development. They are an effective governing body.

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

The parents believe the school is good, and most of their children agree. Parents are pleased with the improvements that have quickly taken place this term. They have noticed that their children are happy and have a higher self-esteem. The children are delighted with the improvements to the school building and they told inspectors they no longer dread going to the toilet, because these days the facilities are refurbished and sweet smelling! The school council would like there to be more opportunities for quiet reading at dinnertime, and they say they would be very happy if the school grounds could be developed to include some type of climbing frame.

## **IMPROVEMENTS NEEDED**

The school's improvements this term have successfully influenced the children's attitudes and improved the ethos. The most important things the school needs to do are to:

- raise the children's standards in information, communication technology so that they are more confident to use a computer.
- enhance support for children who are learning English as an additional language by assessing new arrivals in their own language, and by providing opportunities for them to use their mother tongue.
- review the teacher's timetables to reduce some of the lengthy lessons in English and mathematics, and consider alternative ways to cover other subjects.

- ensure all higher attainers are fully challenged so that they achieve their full potential.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects.

Standards overall were in line with national expectations at the time of the last inspection, and they are now rising to match those findings again. Overall, achievement is good and, during the inspection, standards in the core subjects of English, mathematics and science were already broadly average.

#### Main strengths and weaknesses

- The co-ordinators for English and mathematics are having a significant impact on standards.
- The children who have special educational needs, including those with a statement of particular need, achieve well against their targets in their individual education plans.
- The standards in music are good.
- Standards in information and communication technology are not good enough for the age group.
- Some aspects of mathematics are not covered in as much depth as number skills.

#### Commentary

##### Key Stage 2

##### *Standards in national tests at the end of Year 6 – average point scores in 2003 (2002)*

Standards in:	School results	National results
English	25.7(27.2)	26.8 (27.0)
Mathematics	25.0(26.2)	26.8 (26.7)
Science	26.9 (27.2)	28.6 (28.3)

*There were 57 pupils in the year group. Figures in brackets are for the previous year*

1. The overall trend in the national tests was improving, albeit slowly and in 2002 the results in English were above average when compared to similar schools. In mathematics, they were average, but in science they were below average. In 2003, the standards fell considerably, and the percentage of children gaining the higher than expected Level 5 was much lower than in previous years. English results were average but mathematics and science were below average overall. This decline was largely due to acute staffing problems. Some classes in Years 5 and 6 had a long succession of temporary teachers that unsettled the children and affected their work adversely. The new headteacher has stopped this decline and standards are rising rapidly.

2. The present standards in Year 6 show that children are on course to reach or exceed the standards expected for their age group. This is a clear indication that things have improved dramatically in a very short time due to improved teaching, regular monitoring of children's performance and very good support. Many new initiatives have been introduced. These include giving children in 'booster groups' more individual support with spelling. Above all else, the children say that their morale is now good and they are better motivated to learn.

3. The children achieve well for their capabilities in all years. During the inspection, standards in English, mathematics and science in Year 6 were average. In geography and history, standards were satisfactory and in music, the standards were good. In religious education, children attain standards that are in line with the requirements of the locally agreed syllabus

4. Standards in information and communication technology are not good enough for the age group. The last inspection found that standards in information and communication technology at the end of Year 6 were in line with national expectations, but standards are now below average. This is because some teachers lack confidence in the subject and there are insufficient opportunities planned for children to use computers. The school has introduced a broader programme of study, but this has yet to impact right across the school.
5. Standards have generally risen since the results of the 2003 tests, and achievement is good because there is good teaching now in most subjects and years. Under the very good leadership of the headteacher, the school has focused on the skills of teaching and learning this term and they are having a beneficial effect. New teachers and leaders of some subjects are also helping to raise standards. In English, there is a very experienced teacher leading the subject and the new deputy headteacher leads mathematics now very effectively and is aware that some aspects of mathematics have not been fully covered in the past as well as number skills. Much analysis of the outcomes of assessment and the results of tests has been carried out, and the findings used to good effect. This has enabled teachers to redirect their planning and focus on the areas and topics that need attention.
6. The children with learning difficulties make good progress towards their targets. They achieve well when their progress is measured against these specific targets, set in the individual education plans. This is because teachers and support assistants make sure that they are included in lessons and can understand the work they have to do.
7. The school has identified the most able children. The teachers plan their activities to meet individual needs and this ensures that they are extended and challenged.
8. Discussion with children shows them to be confident and able to relate to their teachers well. They understand their work and how to do it. Homework provides suitable opportunities to extend their knowledge and understanding, and is successfully helping to raise their achievement.
9. The children who are learning English as an additional language are achieving satisfactorily. The new support teacher has spent a lot of time identifying what needs to be done to improve Year 6 children's writing skills to help prepare them for next year's national tests. For instance, the main weakness is in their understanding of English grammar, and they also have difficulty with spelling and punctuation. Determined action is being taken to help the children overcome these difficulties. Throughout the school, children's progress is carefully monitored as part of the school's general procedures, and individual targets are set in English and mathematics. Spoken language acquisition in English is assessed, but there are no opportunities for assessing their knowledge of other subjects in their mother tongue. There are a few dual language books, but only in French and English. There is no language support programme for teachers to draw on.

### **Pupils' attitudes, values and other personal qualities**

Children's attitudes to the school and their learning are good. Behaviour is satisfactory overall in and around the school. Their spiritual, moral, social and cultural development is good overall. Attendance is good and children's punctuality is satisfactory.

### **Main strengths and weaknesses**

- The children have good attitudes to learning.
- Children have respect for each other's values and beliefs.
- The school council contributes effectively to the well being of the school.
- Children enjoy good relationships with each other and staff, leading to a racially harmonious community.
- The oldest children who are monitors are used effectively, and they say they enjoy taking responsibility.
- A minority of children exhibit challenging behaviour.

- Some children arrive at school late.

Attendance procedures are very good. The children have good records of attendance. Their punctuality is satisfactory. The rate of attendance is as good as it is in most other primary schools. It has improved since last year. Close attention is paid to ensuring entries in registers accurately reflect reasons for absence. Most authorised absence relates to illness and the usual childhood infections. The school rightly refuses to authorise term-time holidays over ten days and those that coincide with the week of the national tests. Parents make satisfactory efforts to get their children to school on time. As a result, children have few disruptions to their learning.

### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.2
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### **Commentary**

#### ***Ethnic background of pupils***

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

#### ***Exclusions in the last school year***

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
58	5	0
8	0	0
13	1	0
4	0	0
8	0	0
3	0	0
3	0	0
3	0	0
6	0	0
62	1	0
36	1	0
10	0	0

10. On the whole, there is a happy and positive atmosphere in the school. Most children are polite, listen attentively and have good attitudes towards their learning. They show enthusiasm in their work across the curriculum. In particular, they enjoy music lessons and investigative science.

11. Behaviour is satisfactory overall. It is usually good in lessons and when children come together for assemblies or for lunch. However, a minority of children behave in a challenging manner, and some are over-exuberant in both lessons and play. These problems have been greatly reduced this term, and are handled well by staff. The school has had a fairly high rate of exclusion in the last twelve months, but these were necessary to curb the high number of incidents of bad

behaviour. The purchase of sets of playground equipment has helped children to play together. Incidents of bullying or racism are not common, and when they do occur the school handles them effectively. This has led to a significant reduction in such incidents.

12. The school promotes good relationships. Racial harmony is good. Children and staff work together to create a sense of community. The school sets high expectations for children's conduct and has worked very hard to maintain these standards. Children have responded well to recent opportunities to take responsibility, both in classes and around the school. The oldest children act as monitors helping to set up assemblies and assisting at playtimes. There is an active school council, which has already had an impact on the work of the school. This is because the children value having their opinions discussed by the council and their recommendations considered. The children interviewed considered that 'children are better playing together now'. Relationships between children and with adults in the school are good. Children enjoy opportunities to cooperate in lessons, have self-confidence and show good self-esteem.

13. Children enjoy coming to school. This is reflected in the above average attendance rates. Punctuality is satisfactory, but some children do arrive late. The positive attitudes to school are reflected in enthusiasm for their lessons and learning. Children who have learning difficulties and those who are learning English as an additional language, show the same positive attitudes to school as their classmates.

14. Children's spiritual, moral, social and cultural development is good, as it was at the last inspection. Assemblies, religious education and personal, social and health lessons help children to develop their understanding of right and wrong. They learn to consider the feelings and values of others and to respect individual and cultural differences. Spiritual development is well illustrated when children become totally engrossed in lessons, such as science investigations or musical performances.

15. Children learn to work collaboratively, to take responsibility for daily tasks and to participate in the democratic processes of the school council. These all contribute to their successful social development. Although there have not been many trips out of school recently, these have been re-introduced with experiences, such as visits to the Crystal Palace Study Centre. A residential trip is being planned for older children, later in the year, to give children experience of life away from home. Social and cultural provision is enhanced by activities including music and art and the children enjoy working as a group and learning songs from other cultures.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education. The quality of teaching is good and the curriculum is too. The school provides good opportunities to enhance children's learning. Its provision for children's care, welfare, health and safety is very good and it has a successful partnership with parents. Staffing accommodation and resources are satisfactory.

### **Teaching and learning**

The teaching, learning and assessment of children's progress are good.

#### ***Summary of teaching observed during the inspection in 33 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (9%)	18 (55%)	12 (36%)	0 (0%)	0 (0%)	0 (0%)

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

## **Main strengths and weaknesses**

- The teachers try hard to plan interesting topics for their classes.
- Basic skills are taught well.
- The school very successfully ensures the children have equal opportunities.
- Support staff make a valuable contribution to children's learning.
- The school has rigorous procedures for checking if any children are at risk of not doing as well as their peers.
- Teachers need to make more use of information and communication technology across the curriculum.

## **Commentary**

16. The parents are delighted that their children like their teachers, including those who have recently joined the school. The children agree that they are very happy to be in school. They say they are learning successfully and teachers ensure that children who struggle are given extra help and support. There is a suitable balance between formally structured lessons, practical activities and small group work. Teachers group their classes carefully, and usually children work with others of a similar ability. Priority is given to ensuring all children have equal opportunities because the school has a real commitment to inclusion. The teachers help the children to be increasingly independent. For instance, in science experiments, they allow them to carry out investigations in small groups. The new school council is another successful strategy for encouraging all children to have responsible attitudes and to express their opinions.

17. Lessons begin promptly and support staff make a valuable contribution to children's achievements. The teachers mark the children's work regularly and make supportive comments. Homework is used effectively to reinforce and extend children's learning. In the best lessons, there is a sense of real purpose and the teacher's expectations of what children can achieve are high. For example, the very good provision for music often results in the children being fully engrossed in their activities, which successfully impacts on their learning.

18. There is a strong emphasis on promoting children's speaking and listening skills. For instance, one good literacy lesson included an opportunity for small groups of children to work out a simple play to act out a story. The teachers manage the children well, and challenging behaviour in class is dealt with positively and sensitively to raise self esteem. The teachers work closely with the teaching assistants to provide caring support and help to stimulate children's learning. In English and mathematics, the teaching is good. Teachers always ensure the basic skills in these subjects are successfully taught. They consistently reinforce good handwriting in all subjects. The assessment of children's progress is very good in these two subjects. Parents value the very good teaching in music. They say that their children love music lessons. The few lessons covering different subjects that were satisfactory lacked the pace and challenge of the good lessons.

19. The good pace of many lessons, keeps the children interested and well motivated. More challenging work is provided for the higher attainers in the best lessons. Resources are prepared carefully and tasks are usually well matched to children's needs, although not enough use is made of information and communication technology across the curriculum.

20. Good support is given to children with learning difficulties, both in lessons and in small group or individual activities. The quality of teaching is good and promotes a similar rate of progress to their peers. Teaching is well focused on children's needs, and the targets on individual education plans are mostly clear and realistic. Teachers' lesson plans make sure that the children with learning difficulties have appropriate work, which is challenging but achievable. As a result, the children are making good progress. The new special educational needs coordinator is responsible for provision for these children, and ensures that very detailed records are kept so that the school can successfully monitor the children's progress and that they achieve well.

21. The new specialist teacher appointed to support the children who are learning English as an additional language has made a good start. The school's provision is at an early stage of

development. The children achieve satisfactorily, but more progress should be made as the school develops its support. The school analyses data very well, and this ensures that any children who are not making the progress they should are identified. Action is then taken to give them additional support, either individually or in a small group. The specialist teacher is very sensitive to the needs of the bilingual children in the school.

22. The children's books are carefully scrutinised to check that work is tidily set out and appropriately marked. This helps to ensure that most children achieve well and that they are successfully motivated to work hard and do their best. The lessons are made interesting, and this results in good attitudes and behaviour.

### **The curriculum**

The curriculum provision across the school is good. It provides a range of interesting and stimulating experiences. The school ensures very good equality of opportunity for all children.

### **Main strengths and weaknesses**

- Children are successfully motivated to learn through a good range of opportunities.
- Very good equality of opportunity ensures all children benefit from what the school provides.
- The quality of provision in music is very good.
- Children with special educational needs have their needs met well.
- Teaching assistants are used effectively to support children.
- Time is not distributed well across all subjects, and some lessons are rather long.
- Information and communication technology is not used well enough to support children's learning across the curriculum.

### **Commentary**

23. Across the school, the curriculum is imaginative and is designed to promote good achievement and personal development. This is an improvement since the last inspection, when there was no formal programme for personal, social and health education. The school has recently introduced new schemes of work and has ensured these match with the children's' needs. Children are engaged in a wide range of activities in subjects such as mathematics and science, including practical investigations, problem solving and discussion. They say they also enjoy writing, reading, art and design, music and sports. Teachers emphasise children's personal development and encourage them to take responsibility. Children's work shows that they have opportunities to use their initiative. For example, in one science lesson, they were working in groups to plan ways in which they could undertake an experiment to make fizzy lemonade. Trips outside the school are being re-introduced to extend children's' experiences. During the inspection, one group of Year 6 children were taken to the study centre at Crystal Palace Football Club for a lesson on computers.

24. Some lessons, particularly numeracy and literacy, are too long. They are also often preceded by numeracy or literacy related activities such as mental arithmetic or handwriting. Following the introduction of the new schemes of work, the curriculum is planned thoroughly. All subjects of the National Curriculum are taught as well as religious education. Statutory requirements are met in the curriculum and in the provision of a collective act of worship. Many of the schemes of work have been recently introduced and are not yet due for review. Teachers are aware that in some subjects, such as information, communication and communication technology, it was necessary to update the programme of study to fit in with the needs of the children and improve their performance.

25. The curriculum provision for children with learning difficulties is good. There are good arrangements to support their learning in literacy and numeracy in classes, where teaching assistants work with individuals or small groups. Individual education plans are organised

satisfactorily, and targets are clear and achievable. These targets focus on both literacy and numeracy, and some also include targets for personal and social development.

26. The children who are learning English as an additional language are given satisfactory support to understand different subjects. They cover all subjects in class lessons and teachers and teaching assistants do their best to explain the meaning if they do not understand a word or expression. The children are very eager to learn English, and the school recognises that there are often weaknesses in their writing standards. The new specialist support teacher is already having a significant impact on the developing language acquisition by focusing on improving writing skills in Year 6.

27. Children are suitably prepared for the next stage of their education. Although they transfer to a large number of schools, they are well supported in their applications and choices. The programmes of work help children to develop their knowledge, skills and understanding across the school. This ensures that they are ready to cope with the demands of secondary school. Teachers make good use of assessment procedures. They know the children well and prepare work to meet individual needs.

28. The school identifies the children who are most able and teachers plan work for them which is matched to their ability. Inspection evidence shows that there are no differences in the opportunities offered to boys or girls; although the school's results in 2003 show that the boys did better than the girls.

29. The school provides a programme of experiences for many of the children outside the school day. These include opportunities to participate in sports, art clubs and a choir. Plans are in hand to provide a homework club shortly.

30. The school has a suitable number of staff. The teachers have appropriate qualifications and a range of expertise to meet the needs of the curriculum. They are offered good training opportunities to further develop their needs and skills. Support staff contribute well to the work of the school, both in lessons, and beyond, particularly helping with after school clubs.

31. The school's accommodation is adequate. Much of it has been redecorated recently. Following requests from the children, there have been particular improvements to the quality of the toilets. During torrential rain at the time of the inspection, some roofs were discovered to be leaking. This caused difficulties for one class which had to be moved to another room and the timetable altered. The outside accommodation is good, with two playgrounds, a quiet area to sit and a grassed playing field. There are plans to further develop the use of this to enhance the curriculum.

### **Care, guidance and support**

The school takes very good care of the children and it provides very good support, advice and guidance based on rigorous monitoring and tracking. The children have very good access to well-informed support and guidance. The school is very keen to seek the children's opinions and to act on them.

### **Main strengths and weaknesses**

- Teachers make very good use of procedures that tell them how well pupils are getting on.
- The children receive the right level of care to help them improve.
- The children know their views matter and their contributions are valued.
- The school attaches great importance to its responsibility for safeguarding all children.

### **Commentary**

33. The improved provision stems from the headteacher's passionate belief that all the children should be nurtured according to their individual needs. There are very good procedures that show how the children have achieved and developed personally. Support is targeted effectively.

Achievement and effort are recognised and celebrated, helping the children to develop the confidence they need to improve. All staff contribute strongly to the care, guidance and support of children with special educational needs so they achieve well.

34. The school breaks down many barriers to learning by establishing trusting and caring relationships between children and adults. Children have no hesitation about voicing their concerns and they say they are confident to seek support from at least one adult in school. Signals that might be conveyed, for example through lateness or attendance patterns or the frequency of visits to the medical room, are pulled together by vigilant staff and form part of the school's very good child protection procedures and good anti-bullying strategies. Where there is any suspicion of bullying or racist behaviour, teachers respond by quickly establishing the facts in order to deal with the problem and care for those affected. There are good procedures for the reintegration of the children who have been excluded.

35. Three fully trained members of staff and a good number of others with basic first-aid knowledge provide a very good level of expertise and cover throughout the day. Children with medical needs are dealt with promptly and cared for with sensitivity, allowing them to quickly re-join their class and focus on their learning. The entries in the accident record file are examined in detail as part of the school's risk assessment procedures. This is good practice.

36. Children are learning to look after themselves by making decisions about the level of care they expect from the school. Their views on school improvement are actively sought and regularly forwarded through class representatives to school council. Making a difference to the school is a great confidence booster. Children delight in seeing the ideas they have discussed at council meetings turn into reality. New playground equipment and a brightly painted dining hall are two improvements often referred to and much appreciated by the children.

### **Partnership with parents, other schools and the community**

The school's good partnership with parents, other schools and the wider community supports learning and achievement. The parents say that the recent good attention given to this aspect of the school's work is reflected in an improving picture of good links with parents, good links with the main feeder school and satisfactory links with the local community and other schools.

### **Main strengths and weaknesses**

- Parents recognise and appreciate the improvements the school has made over a relatively short period of time.
- The school is already doing well on the aspects some parents would like to see improved.
- Staff liaise effectively with parents, sharing good quality information about their children and taking the necessary steps to resolve concerns.

### **Commentary**

37. The very good assessment in English and mathematics support the well-informed feedback parents receive from teachers who know the children well. Parents have very good opportunities to speak to their children's class teachers in the playground at the end of the school day. The headteacher finds one-to-one meetings with parents a very effective way of discussing expectations children's academic and personal progress and their behaviour. Improvements are evident in children's personal and social development and in their attendance.

38. Reports on the children's progress over the year are good. These now include the results of the children's assessment tests. The written comments in reports are evaluative and planned to make it clear to parents what their children need to do to improve. Parents whose children have special educational needs are kept fully informed about their progress and are consulted about the individual education plans. Parents appreciate the new style consultation evenings, as they believe these support a more professional style of dialogue with teachers.



39. Parents believe the school is now doing a good job for their children. Typical of the comments made to inspectors were *"If you had asked me a year ago (about my child's progress), I would have given you a different answer"* *"Teachers listen more"* *"They communicate better with the children"*. *"The ethos has improved"*. Parents say they are now more interested in becoming involved in the life of the school.

40. The school has forged close and co-operative links with the infant school. The improvement has been brought about by the two headteachers who speak regularly to each other, governors who maximise their expertise and knowledge of local issues, and teachers who facilitate the smooth transfer of children from one school to the other. The school is valued and respected by the local community. The children are involved in charity collections as well as acknowledging special days and events in the locality. Links with the wider community and local businesses are in the early stages of development because the school has not recently been able to find the time to make new contacts.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the headteacher and key staff in partnership with the governing body are good. They are the major factors in raising standards within a good and improving curriculum and overcoming the barriers to achievement.

### **Main strengths and weaknesses**

- The headteacher has an outstanding clarity of vision and sense of purpose.
- The school governors have been very influential in helping to shape the direction of the school.
- Very good procedures are in place for monitoring performance.
- The strategic planning reflects the school's ambitions and goals.
- The school has a commitment to inclusion, promotion of equal opportunity and concern for the needs of individuals.

### **Commentary**

41. The headteacher is the driving force for improving the quality of teaching and the ethos of the school. The headteacher's strong Christian values and a firm belief in the principles of good quality education for all children and outstanding perception of the school's development are taking the school forward at a rapid rate. Parents say this has led to great improvements this term. A very strong partnership has been established between the headteacher and senior management team. They work closely and successfully with the school governors and with other key members of staff. The staff have a strong working relationship with each other, and a clear commitment to school improvement. However, subject managers have little opportunity to monitor the quality of teaching. The co-ordination of special educational needs is good, and is being carried out effectively and efficiently. The children's progress is tracked using the school system and is carefully monitored. Links and use of agencies outside the school are good. The co-ordinator meets support assistants regularly to discuss any aspects of the children's educational needs. The school fully meets the requirements of the Code of Practice for special educational needs, and there is a designated governor who has responsibility for monitoring the school's provision.

42. The governing body are effective and very enthusiastic about their role in school. They have very successfully influenced the school's development. The governors value the leadership of the headteacher who has introduced very successful procedures for keeping governors well informed about the school's progress and the improvements being made. The governors successfully fulfil their legal responsibilities. This means they are clear about regulations and procedures. The school improvement plan for the new academic year is realistic and very clear. The governors feel they have detailed, concise information about the action taken to meet the school's targets this year. The

procedures for tracking children's progress are particularly rigorous. Very clear information is available to ensure staff and governors are knowledgeable and on track to monitor the school's performance, although lesson observations have not yet taken place. The governors have clear procedures and a good committee structure to ensure effective management. They have also ensured all the key issues from the last inspection have been fully and successfully addressed.

43. The school manages its finances most efficiently. There are good procedures for agreeing a school budget. As a result, the governors have a good understanding of the school's finances. Concerns that the large fund reserve last year had to be used to balance the staff cost when the new budget was agreed led to more rigorous monitoring of expenditure. The school's administrator is very efficient. She successfully manages the school office and provides a friendly welcome for visitors. The use of support staff has recently been reviewed and improved, and more administrative support has been made available for the school office by redeploying a teaching assistant with good clerical skills.

44. Parents say that they feel the partnership has been improved this term, and this is clearly impacting on the school's efficiency. They recognise that the school is doing all it can to ensure their children are given the best education possible. Children start school with average standards. From an average starting point they achieve well and make good progress. The results have been slightly improved over the last five years however, staffing difficulties in Year 6 last year had a negative impact on the school's performance in 2003. Those who have special learning needs do as well as they can and achieve standards appropriate to their abilities. The school's high fund reserve last year, as shown in the table below, was earmarked by the previous senior management for additional resources. This led to a reduction in the school's budget this year that was used to balance staffing costs. The school's current prudence in spending is successfully maintaining expenditure so that it is quite low for a school of this type. Taking this into account, the school gives good value for money.

## Financial information

Financial control in the school is very efficient.

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	£615,924	Balance from previous year	£101,246
Total expenditure	£618,281	Balance carried forward to the next	£98,889.
Expenditure per pupil	£2,568		

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **SUBJECTS IN KEY STAGE 2**

#### **ENGLISH**

Provision for English is **good** and the children achieve well.

#### **Strengths and weaknesses**

- Teachers have an imaginative approach to enhancing the children's literacy skills.
- Good quality teaching.
- There is a consistent approach to teaching handwriting.
- The children love reading.
- There are a wide variety of opportunities for developing different writing styles.
- The provision for the children who are learning English as an additional language, is not sufficiently developed.

#### **Commentary**

45. Lesson observations and the scrutiny of children's work show that standards, in all aspects of English, are in line with the expectations for the end of Year 6. This is a similar judgement to the findings in the last inspection, when speaking standards were a weakness. This is not the case now, and the children's standard of speaking is much improved, including the children who are learning English as an additional language. The children are confident to speak in front of the whole class.

46. The development of the children's speaking and listening skills is good throughout the school. Teachers encourage the children to discuss issues and they regularly ask them questions. For instance, teachers recap work from previous lessons through questioning the class. They also provide lots of opportunities for the children to share their ideas in small groups. In this way, the children develop a good vocabulary in specific subjects, such as geography, or explore their ideas in the stories or plays. Teachers understand when to intervene to help children make progress, and sensitive questioning to check understanding was observed in most lessons. Drama is included in some literacy lessons, and this helps the children to become increasingly confident. One example of drama being successfully used was in a good lesson in Year 4, when the children heard the story of a boy being unfairly blamed for stealing money. The children took different roles as they interpreted the story in their own way, and their discussion enhanced their understanding of fairness and contributed well to their personal development.

47. Children say that they love reading, and many have good standards for their age group. The teachers encourage group reading as well as silent reading, and the children readily refer to a dictionary if they discover an unknown word. When the children read aloud, they use punctuation as a guide to help them to read with more meaning and expression. The oldest children in Year 6 are beginning to understand more literary English, for instance by reading Sherlock Holmes' stories. The Year 6 children say that they read lots of books. They confidently discuss the different characters and the story setting. They make comparisons between the styles of writing of different authors.

48. Many children have good standards in the presentation of their writing this term because of the way teachers ensure they reinforce good handwriting at all times. They make links between reading and writing in literacy lessons. A good example of this was a lesson in Year 5. The teacher was focusing on the text from a boy's diary that described how he made a shepherd's pie. The children soon recognised it was fictional, but they were able to extract the vital information from the text to create a recipe. In one Year 4 class, where the children are achieving very well, there is a

'magic' box full of children's individual poems. When they have completed their work, the children enjoy reading each other's poems chosen from the magic box. This example is part of one poem;

***I will put in my magic box***

the scale of a golden fish,  
the range of a fire-breathing dragon  
and the powers of a mystical elf.

***I will put in my magic box***

a power that had to be locked away for a millennia,  
my friends and family so I can see them anytime anywhere,  
a soul that was forgotten.

49. Teaching in English, observed in the inspection, is good and there was one very good lesson. In most lessons, children are grouped according to ability, and work is carefully planned to help all the children make good progress. A range of resources, including writing samples, are used to help the children to study particular features of texts. For example, the children are regularly given the chance to try out their ideas or to respond individually to teachers' questions about the writing on mini-whiteboards. This encourages them to actively participate, and it also makes it possible for staff to assess the children's understanding as the lesson unfolds. The very good lesson was observed one very rainy morning. Some of the children arrived late and drenched, but they quickly settled down to their work. Before long they were all practising their handwriting and working very quietly. The class management seemed effortless as the teacher focused on a reading with a small group. The teaching assistant was working closely with three children to boost their standards of spelling. The children had mature attitudes and they knew the class routines. They were observed checking spellings in a dictionary without disturbing the teacher's work. In this class, the children are achieving well in English and their standards of handwriting are good.

50. The English support for the children who speak other languages at home is still at an early stage of development. A newly appointed support teacher has spent time analysing pupils' performance and identifying where they need support. The school has identified weaknesses in these children's writing. Use of punctuation, grammar and spelling are areas that need addressing. The teacher is sensitive to the children's needs, and takes care to restore their confidence when critical of their work. This successfully motivates the group who are eager to work hard and achieve good language acquisition. The school has no bilingual translation for new arrivals, and there are no opportunities for children to talk to each other in their mother tongue. The school is well aware of these points, and there are plans to address these areas through staff training.

51. The school has some good general English resources, and there are a few books with text in English and French. However, there are generally not enough dual language texts. There is also no language programme, which would help the children who are learning English as an additional language.

52. Assessment is very good, and the teacher who is responsible for managing the subject thoroughly analyses the children's performance, and targets are identified to encourage further improvement. Teachers regularly mark the children's work, and homework is linked to class work and successfully enhances children's learning. The subject manager is good has a very good subject knowledge and is totally committed to raising standards. Children's work is monitored carefully, but there has been very little opportunity recently for the subject leader to monitor the teaching throughout the school.

## **Language and Literacy Across the Curriculum**

53. The school has made a good effort to provide opportunities for the children to write more extensively in other subjects. In history and geography for instance, there are good opportunities for writing reports or accounts, such as accounts from historical research using primary sources. The children word-process their work, and in English the lower attainers boost their performance through regular practice on a spelling programme. In science, the children carefully write out the results of their experiments and investigations.

## MATHEMATICS

Provision in mathematics is **good**.

### Main strengths and weaknesses.

- Teaching is good.
- The children want to learn, and they respond well.
- The use of information and communication technology by teachers is sometimes very good.
- The use of information and communication technology by the children in mathematics is insufficient.
- Number is covered well and better than other areas of mathematics where coverage is only satisfactory.

### Commentary

54. By Year 6, standards in mathematics are average. Until the national tests in 2003, the overall trend had been upwards and slightly improved since the last inspection. The 2003 results showed a significant drop, especially for children who are higher attainers. This was, in part, due to staffing difficulties, which demoralised the Year 6 children. Most children now make good progress and achieve well. Those who have special educational needs are supported well by teachers and assistants, and as a result they make good progress towards their targets. The introduction of booster classes provides for those children whom the school feels could do better with more help.

55. The quality of teaching and learning is generally good, with some very good features. Teachers are successfully creating a good atmosphere in mathematics lessons, which motivates the children to want to work. Generally, the children say they enjoy mathematics and they respond well to teachers' good challenges. As a result, the children are learning well and making good progress. Teachers start lessons with a brisk warm-up using mental mathematics. For example in Year 3, the children were seen using a counting stick to count in 5's and 2's. They moved on to discover that multiplication is repeated addition, and learnt to use the knowledge of their tables to make it shorter and easier. A Year 4 class successfully learnt how to calculate the perimeter of a rectangle, and Year 5 use all four operations of addition, subtraction, multiplication and division effectively.

56. A strong feature of teaching in Year 6 is the teachers' use of information and communication technology. They present work on the computer-linked whiteboards very well, and this enables the children to see what is being taught very clearly as they go along.

57. The school has, in this term, placed more emphasis on improving teaching and learning skills, and this is having a beneficial effect on standards in mathematics.

58. In the lessons seen, teaching was good with some very good aspects. The good planning and conscientious preparation is shared with the class at the start of lessons. The lessons had a good pace and challenges were included to keep pupils' interest and make them want to learn. There was also good, close support for the children with learning difficulties or whose English language acquisition needed support.

59. The co-ordinator is new this term but has made a good start. Results of teachers' and the school's assessments are analysed, and the findings are being used well to redirect planning, addressing the areas for development. Information and communication technology used by the children is insufficient, and the missed opportunities, for example for data handling, limit their breadth of understanding of mathematics. The co-ordinator is already researching the best software to rectify this. Number is covered well as a topic but the balance across the other three areas is not as good as it should be and coverage is only satisfactory.

60. However, there are strong indications that the drop in standards seen in the tests for 2003 is being fully addressed and the subject is an improving one, due to good teaching overall.

### **Mathematics across the curriculum**

61. Mathematics is used effectively across the curriculum, especially in science and design and technology. This helps children to understand its practical application in other subjects and in day-to-day life.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Children's achievements are good, and better than at the time of the last inspection.
- Good attention is paid to the development of investigative skills and scientific experimentation.
- There are few opportunities for children to use skills in information and communication technology to extend learning in science.

### **Commentary**

62. The school has made satisfactory progress in science since its last inspection, although standards have remained below average over the last three years. The last inspection team judged the standards to be below average, and children made insufficient progress. However, the standards have been raised effectively this term by introducing staff training and monitoring the quality of teaching and learning. In lessons observed in Year 6, it was noticeable that the children are already close to the national average. All children are doing well in science, including those with special educational needs, those from ethnic minority groups and those for whom English is not their first language. Support is provided where necessary for those who need it. The subject is enjoyed by both girls and by boys, who achieve equally well. However, more use could be made of information and communication technology to extend learning in the subject. Opportunities are missed for children to use information and communication technology to record and present work, to handle data and undertake further research.

63. By the end of Year 6, previous achievements have been consolidated and learning has been extended well. In Year 6, children were learning to undertake chemical experiments by making a fizzy, lemonade mixture. They were learning well from this. In addition to essential scientific knowledge, they were also learning how to undertake scientific processes. These included making predictions, controlling experimental variables, observing, measuring and interpreting results. They had previously undertaken experiments on filtering liquids to separate different constituents. Children in Year 5 had looked at the rotation of the earth round the sun, and investigated the effect on shadows of the movement of the sun across the sky. In one practical experiment, they had been looking at how different materials reflect light. One group had done particularly well, by using mirrors to reflect a beam of light around an opaque object through 270 degrees. Children greatly enjoy the practical aspects of science and work well in the subject, both in groups and on their own.

64. Teachers plan the subject well and they plan a good balance between practical and theoretical work. They question children well, challenging them to think clearly. Support staff are effectively deployed, particularly to help children with special needs or English as an additional language. In some cases, homework is set to help further with learning and research in the subject. As a result of this effective teaching, children's attitudes are good, leading to good learning.

65. At the time of the inspection, the subject was managed by the headteacher, pending a new appointment. She has monitored teaching and learning and effectively raised standards this term. There is a subject policy and a scheme of work to support teachers' planning. Children's progress is

assessed across the school, and this informs the planning of the lessons taught. Resources are adequate to teach the subject, but the opportunities to use information and communication technology were limited.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in information and communication technology is **unsatisfactory**.

### **Main strengths and weaknesses**

- A new broader programme of study.
- Standards in the subject are below average.
- Information and communication technology is not used enough in other subjects.

### **Commentary**

66. The last inspection found that standards in information and communication technology at the end of Year 6 were in line with national expectations. This time, standards were below average. This was because some teachers lack confidence in the subject and there are insufficient opportunities planned for children to use computers. However, a broader programme of study is now in place but this has yet to impact right across the school. Interactive whiteboards have been installed in some classrooms and allow full classes to be taught more easily, because teachers' demonstrations can be easily seen on the large screens.

67. By the end of Year 6, most children can navigate a word processing programme independently, modifying and editing text as they wish. They can create and import images and photographs into a text, and vary page layout. They know how to access information from CD-ROMs and the Internet and have some experience of using computers to control other devices, such as a simple floor robot. Because the computers are all installed in classrooms, opportunities to practise skills as soon as children learn them are limited. The school is attempting to overcome this by taking classes to the nearby Crystal Palace Study Centre where they can be taught as a class and have ease of access to computers. The children enjoy this a great deal and learn a lot from their visits, but had only attended for three lessons at the time of the inspection.

68. In the lessons observed, children achieve well because good teaching ensures that they progress as fast as they can. However, the children have not covered enough skills previously so the good teaching has not impacted on performance. Children with special educational needs and those learning English as an additional language achieve well, because there are adults readily available to help. However, there were no specific planned opportunities to help overcome their difficulties by using the technology.

69. Analysis of children's previous work revealed few instances of children using their information and communication technology skills to enrich or extend their learning in other subjects. There was some use to learn spellings, to research from the Internet and to write poems. The school is aware of this weakness, and is attempting to address it. In this aspect of the subject, progress since the last inspection has been slow.

70. There is an appropriate scheme of work and subject policy to support teachers' planning. A new subject leader has been appointed who has a vision for the subject. However, he had only been in place for seven weeks at the time of the inspection, and had not had time to make a significant impact. Staff training has been undertaken and this has helped to raise confidence levels and improve the quality of teaching. Because of the many changes in staffing, not all teachers are well versed in the subject. The subject leader gives advice and support to colleagues and helps to keep the school abreast of new developments.

## Information and communication technology across the curriculum

71. Limited use is made of information and communication technology skills across the curriculum, and opportunities are missed by teachers to use the technology in lessons such as literacy or numeracy. On those occasions where it was observed in use for other subjects, it was for learning spellings in the early morning activities. Some aspects of the technology were also used in music, with tape recorders and CD players being used to enhance learning.

## HUMANITIES

The humanities were not a main focus of the inspection, although lessons were seen in religious education, history and geography. The teaching in religious education was **satisfactory**. In history only one lesson was observed, where the teaching was **good**. One **good** geography lesson was also observed. Inspectors also looked at a limited range of children's work, and they talked to the teachers who co-ordinate these subjects.

### Religious education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses.

- Work is well linked to children's everyday lives.
- The schemes of work follow the locally agreed syllabus well.
- Information and communication technology is not used sufficiently.

## Commentary

72. Standards of attainment by Year 6 meet the requirements of the locally agreed syllabus, as they did at the last inspection. Much of the work is oral, including discussions and role-play, so there is only a limited amount to be seen in books. Children achieve satisfactorily and make sound progress. This includes children who have English as an additional language, and those who have special educational needs.

73. In the lessons seen, teaching was satisfactory overall. One good feature of the teaching is the way that pupil's own experiences and opinions are used. For example, Year 4 studied the story of Moses and the Ten Commandments, and then thought about rules that would apply to their own lives. They suggested 'take care of nature, respect older people, and love God as you would love your family'. Another good example was seen in a Year 5 lesson, when the children were talking about Eid, the Muslim festival to end the fast of Ramadan. Two Muslim children answered questions from the class very well, and enabled them to learn firsthand some insights into other people's traditions and ways of worship. Teachers plan activities that help children to hear and understand Bible stories, and learn about the content of the Bible. Both Years 5 and 6 complete a quiz, which covers references in the Old and New Testaments, well. In Year 6, the classes have discovered facts about famous Christians such as Dr. Barnardo and Mother Teresa.

74. Visits to places such as local churches and the Buddhist Centre are planned into the programme and help the children to see for themselves what they talk about in lessons. The schemes of work have been developed well by the subject leader, and they follow the locally agreed syllabus successfully. The subject leader makes sure that they are up to date with the latest developments in the syllabus. Leadership and management of the subject are satisfactory, although there is no provision for monitoring either planning or teaching. The use of information and communication technology is unsatisfactory, but is in hand for development. Resources are satisfactory, with a good selection of religious objects for each religion that help to bring the subject to life for pupils. For example, a store of video films is being built up to help teachers in their planning of activities.



## History and geography

The children achieve appropriate standards in geography and history. This is an improvement since the last inspection when geography was weak.

Provision for history and geography is **good**.

### Strengths and Weaknesses:

- Good use of interactive CD ROMs to motivate the class to learn.
- Good links are made with history.
- Mapping skills are well developed.
- The children have a good geographical vocabulary.
- There are good links between history and geography.
- The school enhances the provision by inviting actors to the school as Tudor characters.
- The teachers try hard to make the topics interesting.

### Commentary

75. The school plans for history and geography to be taught in termly blocks. During the inspection, Years 3 and 6 were covering geography. In Year 3, the children study climate. They record the changes in English weather and they consider how different weather conditions affect people's lives. A good example of this is the impact of strong winds on the lives of builders and fishermen. In Year 6, a CD Rom on the topic of rivers captures the children's attention. Children are well motivated and they are quick to learn geographical terms, such as 'erosion', 'transportation' and 'deposition'. They understand what 'meandering' means and they explore how the movement of silt changes the shape and flow of a river.

76. The teachers link geography with history where they can, and children regularly use maps to follow a historical topic such as a journey. The subject leader is enthusiastic and took on board the criticism in the last inspection report, bringing about improvements. The lengthy time allocations for literacy and numeracy have meant that geography can only be taught in alternate terms. This impedes the progress of children with learning difficulties who often forget topics and geographical terms and need revision at the start of a new topic in order to achieve appropriate standards.

77. Teachers make suitable use of published schemes of work to ensure progression in history. During the inspection, Years 4 and 5 were covering history. In Year 4, children are learning about Ancient Egypt, and they use primary and secondary sources to give them evidence. They know about Tutankhamun and they study mummification and Egyptian gods. Year 5 is studying Tudor exploration. The children have creative opportunities to consider the dangers of travel overseas in Tudor times. They suggested realistic hazards, such as the captain dying or destruction or damage to the boat.

78. Teachers ensure history is linked to other subjects. For instance they include maps of the River Nile in a topic about Ancient Egypt. In studying Tudor exploration, they follow the travel map of Henricus Martellus's journey in 1489. In the only history lesson observed, the teacher captured children's interest as they looked at Egyptian hieroglyphs. The class compared these with the English alphabet and they quickly noted there were no hieroglyphs for letters such as 'E' and 'O'. The children were fascinated as they decoded several words, and this meant they learned successfully. Two boys told inspectors that they planned to continue the decoding in their spare time by writing secret letters. Teachers ensure the homework enhances children's learning, and they encourage the children to use research on the Internet to supplement what they have learnt in class.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

These subjects were not a main focus of the inspection, but one lesson was seen in design and technology. Inspectors also saw examples of work around the school in these subjects. Two music lessons, part of another lesson, the choir and a hymn practice were all observed plus inspectors listened to the children singing in assemblies. Three lessons were observed in physical education. In each subject, inspectors also held discussions with the relevant subject leaders.

### Main strengths and weaknesses

- Good observational sketching.
- A flourishing art club enhances the provision.
- Most teachers say they enjoy design and technology lessons.

### Commentary

79. Very few lessons could be seen in art and design, and design and technology. It is not possible to make judgements about teaching or standards. Discussions with staff and children, photographic evidence and some displays around the school help to provide an overall view of the subjects.

80. The displays and the lessons seen demonstrate that the provision for art and design is good. The children sketch and paint from observation well. For example in Year 4, they have drawn and painted some very good autumn trees, with conkers and berries that really capture the autumn fruits very well. In Year 5, there are very good and detailed pencil drawings of bulbs that were later planted. The children in Year 4 were seen making preliminary sketches of pyramids, and learning to use some of the rules of perspective. Later, the finished coloured pastel pictures were striking in their effect, and very well done. After school, there is a flourishing art club where the children were observed designing African stencils and prints, and thoroughly enjoying themselves. Much of the work seen was good.

81. In design and technology, discussion with the children, photographs, work on display and children's comments on their questionnaire, show they enjoy this subject, and they use research skills, design, making and evaluation. Provision is good. For example, there are photographs of a Year 5 class when they put on a very good exhibition of the toys they made, using wheels and axles, and incorporating cams and followers to make them work. Year 3 have made masks using balloons as templates, and covered them with papier-mâché before decorating them. Year 5 made biscuits as a fund raising effort for "Children in Need" and in their lesson were beginning to evaluate their efforts to see how they could improve. Older children have designed and made slippers and they have learnt to use templates and work out whether they will be hard-wearing enough.

82. A strong feature of all the design and technology work is the children's evaluation of what they have done, looking for ways in which they could improve their work.

83. Overall, the indications are that there has been considerable improvement in the subject, and the subject leader and the teachers have taken it forward well since the last inspection.

### Music

Provision in music is **very good**

### Main strengths and weaknesses

- The range of opportunity for children to make and enjoy music is very good.
- The standard of music teaching is very good.
- Children make music within lessons, in assemblies and during after-school activities.

## Commentary

84. Standards were found to be above average for the subject. This is the same as at the time of the previous inspection. Music fulfils an important place in the life of the school.

85. By the age of 11, most children can sing well, they can read aspects of music notation and create their own compositions. They enjoy music lessons and behave well. They use instruments responsibly, and participate enthusiastically. A large number of children from across the school sing tunefully in the choir. The singing is of a high standard, with energetic gospel songs being sung in three part harmonies.

86. The music lessons seen in the inspection were very good. The specialist teacher made good use of classroom instruments and recorded excerpts of the children's performances. The teacher accompanied singing with dynamic and effective piano playing. When children were over-enthusiastic in their singing, they were calmed down and their performance reviewed and improved. Lessons were well organised and covered a lot of ground in the time available. Information and communication technology is used to a limited extent to help with the teaching of music. CD's are used both with and without vocal tracks to accompany singing, and children's compositions are recorded so that they can hear them.

87. The specialist teacher very successfully leads the music programme, bringing great enthusiasm to the work and ensuring that good resources are available. The rich curriculum in this subject is maintained. Music is also used effectively in assemblies, with the choir singing and instrumentalists playing. A significant proportion of the children also learn orchestral instruments, such as string and woodwind instruments during school time.

## Physical education

Provision for physical education is **satisfactory**

### Main strengths and weaknesses

- The subject is well resourced.
- Time is not used well in some lessons.

## Commentary

88. Standards are in line with the national average. This is the same as at the last inspection. The full physical education programme is covered, but only lessons in gymnastics were seen during the inspection. Children have opportunities to participate in gymnastics, games, swimming, dance and athletics. All children, including those with special educational needs or English as an additional language, make satisfactory progress throughout the school.

89. The quality of teaching observed was satisfactory overall. Teachers' subject knowledge and confidence is satisfactory. They plan a range of activities that meet the National Curriculum requirements and enable children to develop their physical skills. Where lessons were more effective, time was used well and all children were fully occupied through the lesson. Children were generally appropriately dressed for physical education. The lessons were always started with a warm up session, and teachers questioned children on the effect exercise was having on their bodies.

90. Children's attitudes towards the subject are positive, and their behaviour is generally good. They listen to instructions and respond to teachers' suggestions on how to improve their work. During lessons, they work well with partners and in collaborative groups. However, a minority of children exhibited challenging behaviour or were over enthusiastic. These problems were generally managed effectively by their teachers.

91. Facilities for the subject are good overall. The school makes good use of its hall, field and two outdoor areas. There is a good range of equipment to enable development in the subject, including large and small apparatus for gymnastics, bats, balls and similar games resources. New apparatus has been purchased for the playground to provide children with opportunities to be physically active at lunchtimes.

92. The subject is being provisionally managed by the headteacher, who provides very good leadership. A range of after-school activities, such as the games club, football and netball contribute to children's enjoyment of the subject.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

93. The school has a programme for personal, social and health education. This includes sex and relationships education, and attention to alcohol and drug misuse. There are opportunities for circle time, where all children are given the chance to raise matters of concern in a class discussion. It was not possible to see any lessons during the inspection. Analysis of planning and other documentation and conversations with children indicate the programme is effective. It is also linked to work in assemblies and religious education. These have all helped in improving attitudes of children and improving their relationships with each other and with adults.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	4
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*

