

INSPECTION REPORT

Amy Johnson Primary School

Wallington

LEA area: London Borough of Sutton

Unique reference number: 102988

Headteacher: Mr M A Kaye

Lead inspector: Keith Homewood

Dates of inspection: 29th September – 2nd October 2003

Inspection number: 255342

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:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll;	326
School address:	Mollison Drive Roundshaw Wallington Surrey
Postcode:	SM6 9JN
Telephone number:	020 8669 3978
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S Crouch
Date of previous inspection:	21 st September 1998

CHARACTERISTICS OF THE SCHOOL

Amy Johnson Primary School is situated in Wallington in the London Borough of Sutton. The school's socio-economic context is poor. It is larger than most primary schools nationally. There are 326 pupils on roll, 173 boys and 164 girls aged three to 11, arranged in 13 mixed ability classes and one Opportunity Base for 10 pupils aged five to seven with statements of special educational needs. The vast majority of pupils attend from the local council estate and join the school aged three. Over half of pupils are eligible for free school meals, which is well above the national average. One in five pupils is from an ethnic minority group. One in ten a refugee or asylum seeker and one in five has English as an additional language. Attainment on entry is well below average. One in five has special educational needs, which is above the national average. Support is mainly for moderate learning difficulties. There is currently a pupil mobility factor of 26 per cent with children constantly moving in and out of the school. However, in any one year this can range between 20 per cent to 40 per cent.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21627	Keith Homewood	Lead inspector	Information & Communication technology Design & technology English as an additional language
13481	Douglas Binfield	Lay inspector	
32142	Beryl Richmond	Team inspector	English Art Foundation Stage
14806	John Stevens	Team inspector	Science Music Religious Education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Amy Johnson is a good and improving school. It provides good value for money and in some areas it provides very good value. Children enter the nursery with standards that are well below average. Pupils' achievements are satisfactory but, because of a significantly high pupil mobility factor, the standards they achieve, particularly on entry, are not consistently high enough. Standards vary from year to year and are affected by a significantly high number of pupils with special educational needs and other needs caused by social deprivation. Pupils who continue throughout the school achieve well as was seen at the end of Year 6 in 2002. The quality of teaching and learning is good. The leadership and management of the school are satisfactory but there are significant strengths in the leadership and management provided by the headteacher and the good governance. The school sets high standards but leaders are realistic in how quickly aims can be achieved. Throughout the school, strengths far outweigh weaknesses. Amy Johnson is a true community school where children are at the centre of education.

The school's main strengths and weaknesses are:

- The school is a continually improving school.
- The leadership and management provided by the headteacher are very good.
- The school has a strong and effective ethos.
- The behaviour of pupils and their attitudes to work, their teachers and each other are very positive.
- The provision for pupils' care, welfare, health and safety is very good.
- The support, advice and guidance for pupils are very good.
- The work of the Opportunity Base is significantly strong.
- The school values all its pupils, seeks their views and acts upon them. Pupils like their school.
- The school is held in high regard by the community and is an active part of it.
- The school's links with other schools and outside agencies are very good.
- The standards achieved by pupils are below average.
- Teaching is good but the use of assessment in classrooms is not fully effective in raising standards. Skills are not consistently developed across the curriculum.
- The attendance of a significant number of pupils is poor because their parents are failing in their legal obligations. The school does all it possibly can to overcome this.

The school has made good progress since the last inspection

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	D	E	C
Mathematics	D	E	C	A
Science	E	E	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, pupils' achievement is satisfactory. The achievement of pupils with special educational needs and those for whom English is an additional language is good. Standards in relation to the goals most children nationally are expected to reach by the end of reception are

below average. Compared to standards found nationally, standards are below average in Key Stages 1 and 2.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Pupils' attitudes are good and very good in the Foundation Stage. Pupils' behaviour is very good. Attendance is poor due to a lack of parental support. Most pupils attend school punctually but a few are consistently late. The school does all it can to support better attendance.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Overall, teaching is good and never less than satisfactory. Some very good and excellent teaching takes place and this has a direct influence on the standards pupils achieve. Throughout the school, pupils learn well and make good progress. The school's ethos and the care, guidance and support provided are very good. All pupils are valued, supported and involved. A significant number of parents do not involve themselves with the school and their child's education. This is proving to have a detrimental effect on the achievement and progress of their children. The school's links with other schools and the community are very good and crucial to the school's drive in meeting the needs of all pupils. The work of the Opportunity Base is significantly strong. The provision for pupils with special educational needs and those for whom English is an additional language is good and promotes their learning well. The school needs to ensure that skills are taught consistently across the curriculum.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are satisfactory. The headteacher sets very high standards and has been successful in creating a supportive and committed senior team. His strength of leadership and management ensures the school continues to improve despite the difficulties it experiences and the lack of experience of some subject leaders. Assessment has yet to impact fully on better standards. The governing body is good and knows the school's strengths and weaknesses well and is effective in supporting school improvement. They meet their statutory responsibilities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Very few parents met the inspection team or returned the questionnaire. Those seen are very supportive of the school, its work and the quality of education provided. Pupils like their school, their teachers and the work they are asked to do. They value being involved.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in the core subjects and information and communication technology (ICT) in both key stages.
- Ensure the quality of all teaching is of the highest standard to support pupils' better achievements.
- Use assessment, target setting and tracking more effectively to raise standards.
- Review the curriculum provision to ensure it meets the needs of the school and the pupils.
- Ensure that pupils apply skills learnt in English, mathematics, science and ICT across the curriculum and that this is reflected in teachers' planning.
- Seek ways to extend the work of the Opportunity Base into the junior classes.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in Year 2 are well below average in English and below average in mathematics and science. By the end of Year 6 standards are below average in English and mathematics and average in science. There are no noticeable differences in the standards boys and girls achieve. Pupils with special educational needs, including those in the Opportunity Base, and those for whom English is an additional language achieve good standards when compared to their prior attainment. Historically, standards have gone up and down due to a high pupil mobility factor and a high number of pupils with special educational needs in each year group.

Main strengths and weaknesses

- Pupils in Key Stage 2 achieve well in English.
- Pupils' achievement is satisfactory despite standards being low when compared to national data and expectations.
- Achievement in physical education is good.
- The achievement of pupils with special educational needs is good.
- The achievement of pupils for whom English is an additional language is good.
- In pupils' books the standard seen is unsatisfactory.
- English language and literacy standards and the associated skills are weak.
- Pupils' standards in mathematics and ICT are unsatisfactory.

Commentary

1. The 2002 National Curriculum test results for Year 2 were well below average in reading, writing and mathematics. They were in the lowest five per cent nationally. This was also reflected in the comparisons with schools in similar contexts. Results in Year 6 in the same year were well below average in English, below average in mathematics and above average in science. Compared to similar schools attainment in English was average and very high in mathematics and science. However, when comparing these results with those attained when these pupils were in Year 2, standards in English had not improved. At the time of the inspection the National Curriculum test results for the current year were available although unvalidated. These show that for pupils in Year 2 standards have improved in reading, writing and mathematics but still remain at least below average. In Year 6 standards were poorer, having slipped slightly in English but dropped significantly in mathematics and science. The significant changes in the percentage of pupils achieving at each level are due to a high pupil mobility factor of between 20 per cent to 40 per cent in any one year. In 2003, there were weaknesses in teaching in Key Stage 2. These have now been addressed. The 2002 cohort was a particularly stable group with higher proportion of high average and higher attaining pupils. The trend over time is one of gradual rise for pupils in Year 6.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	49 (69)	84 (84)
Writing	35 (62)	86 (86)
mathematics	56 (84)	90 (91)

There were 43 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	71 (69)	75 (75)
Mathematics	82 (67)	73 (71)
Science	97 (76)	86 (87)

There were 38 pupils in the year group. Figures in brackets are for the previous year

- Children enter the nursery with standards that are well below the expected levels for children at this age. They make good progress and achieve satisfactorily. Children are achieving well in the nursery and in the reception class because the quality of teaching is consistently very good. However, in the last year there was a great deal of mobility of staff, particularly in the reception class and this has affected the development of better standards. Children are prepared well for moving into Key Stage 1, The standards they achieve have progressed but are still below average.
- Standards achieved by the end of Year 2 are overall below average in work and lessons seen, although pupils make satisfactory progress. Standards in English remain well below average and below average in mathematics and science. The best standards are seen in art, design and technology (DT), physical activities (PE) and music where they are in line with national expectations. Standards in information and communication technology (ICT) are below those expected of pupils at this age. Pupils' progress in the development of basic ICT skills has been slow. However, when teaching is of a high standard pupils achieve higher standards and these can be similar to those found nationally.
- Standards achieved by the end of Year 6 are below average in speaking, listening and reading but still well below average in writing. Standards in mathematics are below average, mainly due to weak using and applying skills. Standards in science are in line with those found nationally. In other subjects seen standards are below expectations in ICT. They are in line with expectations in art, DT, music, PE and religious education.
- The progress pupils make and the quality of teaching has a direct impact on pupils' achievement. Achievement is generally satisfactory throughout the school. Good achievement is seen in English in Key Stage 2 and in PE in Key Stages 1 and 2. The good quality of teaching for pupils with special educational needs and those for whom English is an additional language ensures these pupils achieve well and make at least good progress towards reaching the targets set for them. Parents are pleased with the progress their children make.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good and their personal development is very good. Attendance is poor. Provision for pupils' spiritual, moral social and cultural development is good.

Main strengths and weaknesses

- Pupils in Foundation Stage have very good attitudes particularly at lunchtimes. In the infants and juniors, the attitudes are good and pupils are keen to come to school.
- Behaviour is very good, both in and out of the classroom.
- The school promotes good relationship among pupils and between pupils and staff.
- The school sets very high expectations for pupils' conduct, promotes very good relationships and deals effectively with all forms of harassment.

- Personal, social and health education is very strong.
- The school does all it can to promote good attendance. However, attendance is still poor and some parents do not give appropriate reasons for their child's absence.
- Staff promote pupils' moral and social development very well and their cultural development well.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	8.1	School data :	1.1
National data:	5.4	National data:	0.5

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

- Attendance is a problem in the school. The school does all that is possible to promote good attendance. Lateness and poor attendance affect the pupils' entitlement to the curriculum and diminish their ability to achieve better standards. This impacts on the school's results nationally and when compared with similar schools.
- Behaviour is very good both in and out of the classroom. The school has very high expectations of pupils' conduct. Relationships among pupils and between pupils and staff are very good. The school deals effectively with all forms of harassment, mainly through the very good personal, social and health education programme. The school is involved in a nurture group where specific pupils come out of class each week for a short time to help meet emotional needs. This is having a positive impact on pupils' attitudes and performance in class.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No pupils on roll	of	Number of fixed period exclusions	Number of permanent exclusions
254		7	0

- Pupils are willing to take responsibility. There is a School Council to which two pupils are elected from each class. They have roles and responsibilities and in particular help to look after the environment. They are fully involved in school decisions and feel valued. Juniors also help in the playground, dining hall and library. There is a prefect system and a buddy system which work very well. The latter helps in particular with new pupils.
- The school has an effective daily act of collective worship (an issue in the last report) and pupils develop an awareness of spirituality. The school promotes a sense of honesty, the difference between right and wrong as well as fairness and respect for truth. Provision for social development is very good. The school covers all cultural traditions and marks all major festivals from different religions throughout the year. There is a different theme each week in assembly. Pupils visit museums and castles and this supports their achievements.
- The ethos of the school is one of living in a caring community. The school promotes very well the responsibilities of living in a community. Pupils relate well with each other and there is a

very calm atmosphere around the school. Pupils show respect for each other and for property and the environment.

11. The vast majority of pupils like their school and are keen to attend. They comment favourably about their teachers, the work they have to do and the way the school values their views and opinions and treats them with respect. Parents support the school's values.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Strengths are in the care of pupils, its support, advice and guidance, in the way it encourages and acts on pupils' views, its commitment to equal opportunities and in the school's links with the community and other schools.

Teaching and learning

Teaching and learning are very good in the Foundation Stage and overall good in Key Stages 1 and 2. This is a better picture than seen at the time of the last inspection. Teaching is never less than satisfactory and sometimes very good and excellent. Aspects of teaching and learning are good across the school but there are weaknesses in the use of assessment information in some classes to support better standards and in medium and short term planning.

Main strengths and weaknesses

- Teaching and learning in the Foundation Stage are very good. Teachers have high expectations of children and plan effectively.
- Teaching and learning in the Opportunity Base are of a significantly high standard.
- The ethos for learning is very good.
- Teachers manage their classes well and this ensures the pupils' positive attitudes and their good behaviour.
- Pupils work well in groups and pairs.
- Teachers do not use assessment data thoroughly enough in classrooms to target pupils, track their progress and account for the standards they achieve.
- Some teachers are not accurate when assessing the levels pupils reach.

Commentary

12. Teaching and learning in the Foundation Stage are consistently very good. Despite entering the school with levels of attainment well below those expected of children at this age, children achieve well and make at least good progress in the nursery and reception class. The quality of planning and assessment is very good and this ensures teachers focus well on what children need to learn and in preparing them for Key Stage 1.
13. Teaching and learning in Key Stages 1 and 2 are never less than satisfactory and mostly good with some teaching being very good or excellent. This is an improvement since the last inspection where some unsatisfactory teaching was seen. The quality of English teaching is good overall in the infant and junior classes. It is good in lessons seen in mathematics and good in science. The literacy and numeracy strategies are being used effectively throughout the school. Inspectors' findings show that where teaching is of the highest quality the standards pupils achieve are much better and, in a significant number of these lessons, in line with national averages.
14. In all lessons pupils are keen to learn, listen attentively and carry out their work with enthusiasm. In the very best lessons pupils and teachers are reluctant for the lesson to end. This was seen for example in a Year 2 ICT lesson on familiarisation of geometric shapes and in a Year 5 lesson on writing skills. In both cases, the high quality of teaching had motivated pupils to be actively involved in their learning and keen to share what they had learnt.

Standards reached were the best the pupils could achieve because they were being effectively challenged by teachers to attain higher and higher standards as the lessons progressed.

15. Teachers are provided with clear assessment information on what pupils know understand and can do. This information is built up as pupils move through the school and supplemented with data from national and optional tests. However, in some classes this information is not used effectively to ensure that targets for improvement are appropriate and that pupils are consistently tracked as they get older. From teachers' records it is clear that some are not fully competent at levelling accurately the standards achieved in optional tests. This has been identified as a priority in the next round of school improvement.
16. Whilst pupils work in ability groups, in some classes their work is not modified to meet their needs. All pupils carry out the same work and, unless there is focused support from their teacher or a classroom assistant, higher attaining pupils are not stretched enough and lower attaining pupils lose their way. In the best lessons work is matched well to ability and standards pupils achieve are higher. Key skills are not always taught consistently across the curriculum.
17. Parents seen are very supportive of teachers and judge teaching to be very good. Pupils like their teachers and comment that they like their lessons and the way teachers care for them and support them. Teachers know them well and like them.

Summary of teaching observed during the inspection in 62 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (3%)	15 (24%)	28 (45%)	17(27%)	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.

The curriculum

The overall quality of the curriculum is sound.

Main strengths and weaknesses

- The curriculum requires review to ensure it meets the needs of the school and its pupils.
- Personal, social and health education underpins all the work of the school and has a positive effect on all pupils' learning.
- Medium and short term planning does not ensure progression in the learning of skills in subjects other than English, mathematics, science and ICT.
- The Foundation Stage provision gives children a very good start to school life.
- The special educational needs provision and the Opportunity Base provision are very good.
- A range of interesting activities, clubs and events enriches the curriculum and support learning.
- The enrichment of the ICT curriculum through links with the local secondary school is good.

Commentary

18. There has been a satisfactory improvement in the curriculum since the last inspection. The school has focused mainly on improving standards in English, mathematics, science and ICT and now recognises that the curriculum needs further review to ensure that it meets the needs of the pupils. In response to identified pupils' needs, for example in writing, the school has planned for improved opportunities and a greater allocation of time for sustained writing. This has led to improvements in the standards achieved by pupils by the time they are in Year 6. The school has taken appropriate steps to ensure that, in addition to the statutory curriculum, which is in place, there are opportunities for enrichment. Teachers have planned events

associated with the ecology garden, a health week, enrichment week, school productions, an annual book week, black history week, number days and activities associated with the anniversary of the birth of Amy Johnson. The very good range of after school clubs enriches the curriculum well. For example, there are breakfast, aerobics, football and arts clubs. Year 6 pupils have the opportunity to participate in a residential visit and all pupils participate in visits to, for instance, the Science or Natural History Museums, which are associated with their work in school. Visitors, such as the local police and representatives of other local organisations and services, support the curriculum well.

19. The provision for personal, social and health education is very good. Pupils have a planned curriculum that includes special class times, teaches drug and sex education and gives them opportunities to participate in a School Council. All staff have received training in brain gym, which contributes well to enabling pupils to stay on task and learn well.
20. Team planning is a strong feature of curriculum development that has led to cohesive curriculum planning, a good focus on progression and a sharing of expertise, particularly in English, mathematics and science. However, although the curriculum is broad, it needs review to ensure there is sufficient time allocated to teaching subjects other than English, mathematics, science, ICT and physical education. Teachers do not plan sufficient cross-curricular links to enable pupils to apply the skills that they have learnt in one subject in another. Teachers usually plan well to include all pupils in English, mathematics and science. However, medium and short term planning does not identify the progression in skills for pupils in other subjects. This is particularly relevant to pupils who are in mixed-age classes. The school does not currently evaluate how well pupils transfer from the Foundation Stage to Year 1 to ensure that pupils build on their learning in the nursery and reception classes. There are good links with the secondary school, with current plans to develop them further. The school has benefited well from teaching expertise at the secondary school in ICT.
21. There is a strong commitment to inclusion of all pupils. The support provided to pupils with special educational needs and those for whom English is an additional language is very good. It is very good in small group withdrawal work because the provision is by well-qualified teachers who are skilled in meeting the needs of these pupils. Monitoring and assessment procedures for these pupils are at least good.
22. The school has an appropriate number of qualified teachers and support staff. However, some of these teachers are inexperienced and some curriculum co-ordinators are new to their roles.
23. The site manager and his team care for the school accommodation well. In addition, he runs after school clubs for football and supports the ICT curriculum well. The very efficient administration staff contribute greatly to the smooth running of the school. The good-sized classrooms and good outside areas for physical education and games support the curriculum well. Resources, except for music resources, are generally of good quality. They are relevant and are kept up-to-date.

Care, guidance and support

The school provides very well for the care and support of its pupils and this is a strength of the school. Pupils are fully involved in their school.

Main strengths and weaknesses

- The school provides very good support and advice to pupils.
- Pupils' personal development is promoted well and they are valued as individuals.
- Health, safety and child protection policies and procedures are effective.
- Junior citizenship is promoted well and supported by local police and community services.
- Pupils' views are sought through the effective School Council and through special times in class.

- Bullying is an issue for a very small minority of parents. The school feels it copes well with this issue.

Commentary

24. There is a very calm ethos in the school that enables all pupils to work in a healthy and safe environment. Pupils have a trusting relationship with adults who give them a great deal of support and guidance. This is effective in supporting pupils' good attitudes to work and the progress they make in class. Pupils' views are sought through the School Council and decisions by them are presented at assemblies. Personal, social and health education is a very important part of the curriculum and is often taught through special times in class. The atmosphere in school is very good. It is a very inclusive school.
25. The pupil mobility in the school varies from 20 per cent to 40 per cent in any one year. This affects the work the school does with pupils and affects the standards they achieve. There are very good induction arrangements for new pupils. In addition, the school provides a buddy system for the new pupils which works well.
26. An issue at the parents' meeting was bullying. The school does all it can to eradicate bullying. When it does occur the teachers work with both the victim and perpetrator. During the week of the inspection, not only was there no bullying or harassment noticed, but the whole atmosphere of the school was one of calmness and friendliness.
27. Assessment information is not used well in some classes and pupils' achievements and the progress they make are not effectively tracked with interventions taking place. However, most pupils know some of their targets for improvement. This is reinforced by information cards on their desks.

Partnership with parents, other schools and the community

The school has established good links with parents although there is a need to improve parental support for homework and attendance. **Links with the local community are very good as are those with other schools.** The school is held in very high regard by other schools and the community.

Main strengths and weaknesses

- Parents are very well informed about their child's standards and the progress they make.
- Homework makes an insufficient contribution to learning and some pupils are disadvantaged because of poor attendance.
- The work of the Friends' Association is influential in supporting children and the school community.
- The close co-operation with nearby schools and the wide range of educational partners has a positive impact on standards and pupils' well-being.
- Very strong links with the community enrich the curriculum and provide many facilities that benefit pupils and local residents.

Commentary

28. Links with parents have been maintained since the last inspection. There is a welcoming atmosphere in the school and many parents feel confident to raise concerns with staff. A recent innovation has been to set aside one day each term so that parents meet the class teacher with their child to discuss progress with learning and personal development. This change has been particularly successful in raising parents' awareness and over 90 per cent now take advantage of this arrangement. The annual written reports are of good quality, identifying strengths and areas for improvement.

29. Over two thirds of parents provide no support for the work that pupils are asked to undertake at home and a few fail to ensure regular attendance and punctuality. These factors are having an adverse impact on the achievements of the pupils concerned. Parents' views are valued and contributed significantly to consultations about school uniforms, resulting in a marked increase in the take up rate when the new uniforms were introduced.
30. The school has very strong links with the local community. This reflects an improvement since the last inspection. Families from the nearby estate greatly value the safe and secure environment that the school provides. There are very effective relationships with other schools and educational institutions that make a very positive impact on pupils' learning and personal development. A strong feature is the close work with several Sutton secondary schools that provide opportunities to improve standards in areas such as English, mathematics, swimming and ICT.
31. Very good arrangements are made for the induction and transfer of pupils. The nursery and reception staff make home visits before children commence and there is extensive consultation with specialist agencies before children leave the Opportunity Base at the end of Year 2. Very good advice is given to parents and Year 6 pupils to facilitate the move to secondary schools. Student teachers from Roehampton Institute visit the school for eight weeks training and some secondary pupils are given work experience opportunities.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The governing body has improved and its governance of the school is good.

Leadership

Main strengths and weaknesses

- The leadership provided by the headteacher is very good and he has moved the school forward. He provides clear vision, a keen sense of purpose and sets high expectations.
- The leadership of the Foundation Stage of Learning is very good.
- The leadership of the Opportunity Base for pupils with moderate learning difficulties is excellent.
- The school has strong beliefs about valuing all pupils and in promoting equality of access and opportunity.
- Leaders provide good role models for pupils and other staff.
- There is some lack of leadership of some subjects due to staff being inexperienced or new to their posts.

Commentary

32. The headteacher was just in post at the time of the last inspection. Since that time he has provided dynamic leadership and continued school improvement. He has very clear vision for taking the school forward. He has worked hard to establish a committed senior management team with delegated responsibilities. They are becoming increasingly effective in encouraging school improvements and supporting the headteacher in his thrust to raise standards. The headteacher leads by example, has a teaching commitment and attends and supports local community initiatives. He has effectively established the school as a true community school serving the needs of the local community. All those who work in and are associated with the school hold the headteacher in high regard. All parents seen are very supportive of him. The senior team are very realistic in assessing how quickly improvement can be achieved. They are fully aware of the barriers to greater improvement.

33. Assessment procedures have improved since the last inspection. The school is currently auditing its assessment procedures. The deputy headteacher is developing a tighter school policy and procedures which will ensure assessment information provided to class teachers is used more effectively by them to raise standards, record more accurately pupils' standards of achievement and includes a 'water-tight' tracking system. Under the present system some pupils remain unnoticed and, through inaccurate levelling by some staff, achieve the wrong levels. The headteacher and his deputy have rightly identified the need for teachers to be more accountable for the standards pupils achieve and in the provision of accurately assessed work to substantiate this. Portfolios of levelled work are already developing in most subjects.
34. Whilst many subject co-ordinators are becoming more effective in their roles the opportunity to monitor standards of teaching and learning in science, art, geography and history is not firmly established. There is some very good and excellent teaching in the school. The senior staff are aware of how the quality of teaching affects pupils' learning and the standards achieved. The next round of school improvement planning will include greater opportunities for this to be shared more effectively with less experienced teachers so that standards of teaching are consistently at the higher levels.

Management

Main strengths and weaknesses

- The management of the school by the headteacher is very good.
- The school's finances are managed very well.
- The principles of best value are central to management and in the use of resources.
- The performance management of all staff is up-to-date and ongoing. It has yet to be fully effective in bringing about consistent improvements in the standards pupils achieve in some areas of the curriculum.
- The management of special educational needs and that for pupils for whom English is an additional language is very good.
- The administrative and non-classroom based staff are a significant strength of the school and ensure its smooth running on a daily basis.
- The recruitment and retention of staff are ongoing concerns. There is currently a 25 per cent turnover each year due to local and national circumstances.

Commentary

35. Most teachers have curriculum responsibilities. Many are now monitoring planning and taking the opportunity to sample pupils' work. The school's policies and schemes of work are regularly updated and many co-ordinators have provided valuable feedback to colleagues and ensured that resources in their subject areas are at least adequate. Whilst planning is effective in some classes, the monitoring of subjects and activities needs further review to ensure that key skills are taught consistently and that links between subjects are made where appropriate. This will ensure that these skills are consistently developed, for example pupils' writing skills, the development of numeracy skills and the inclusion of ICT skills in other subjects.
36. Performance management is used effectively to provide staff with action plans and targets for improvement in line with whole school improvements. Performance management is to be improved further in an effort to raise the standards pupils achieve.
37. There are effective induction and support procedures for new staff and continuing training in line with the needs of the school. Booster, catch up and enrichment classes are provided for pupils, along with a well subscribed but needed breakfast club. The school is soon to introduce 'wrap around' support that will involve the community more in the school, from eight o'clock in the morning until six o'clock in the evening for 51 weeks throughout the year. In recognition of

its achievements the school has gained the Achievement Award twice in the last three years. It has also been granted The Investors in People Award.

Governance

Main strengths and weaknesses

- The partnership between the governing body and the headteacher is very good.
- The governing body has improved and is effective in supporting improvements.
- Governors understand the school's strengths and weaknesses.
- The school's finances are monitored effectively and linked securely to school improvement.
- Governors are fully involved in strategic planning.
- Some parent governors lack commitment to the school.
- Governors meet their statutory responsibilities.

Commentary

38. The governing body has developed in its structure, professionalism and expertise since the last inspection. They are effective as a body and fully involved in all aspects of school life. However, whilst their meetings are well planned and focused on school support and improvement, a few parent governors are not fully committed. This weakens the governing body's partnership with parents, as the exchange of views is not fully effective. A developing strength is the formation of a public relations and marketing group that is becoming effective in supporting the headteacher in raising the profile of the school within the local and wider community. Some parents voice a concern that they do not know what the school's priorities for improvement are. This is despite there being a good range of parental information going out from the school and the school having an 'open door policy'.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	978,327	Balance from previous year	43,774
Total expenditure	995,825	Balance carried forward to the next	26,325
Expenditure per pupil	3,182		

OTHER SPECIFIED FEATURES

What is the effectiveness of community provision?

The community provision is very good and a strength of the school.

Main strengths and weaknesses

- The school is at the heart of the community.
- The school has strong links with the community and is actively involved.
- The school is held in high regard by members of the community.
- Links with the community are continually improving and developing.

Commentary

39. The school has very strong links with the local community. This reflects an improvement since the last inspection. Families from the nearby estate greatly value the safe and secure environment that the school provides. Extensive use is made of the school's premises. The breakfast club and the Sutton Refugee homework club are popular with pupils and their parents. Regular lettings include a thriving adult yoga club, brownies and the Roundshaw Colts soccer club. This club organises over 15 teams for boys and girls as well as providing coaching for pupils at the school. The school is also used for adult education provided by Sutton College to promote literacy, numeracy and computer skills. A local company and a voluntary trust gave advice and substantial financial contributions that were instrumental in the provision of a pergola, landscaping works and the ecology garden.

What is the effectiveness of the work of the SEN (Opportunity Base) unit?

The SEN unit is a significant strength of the school.

Main strengths and weaknesses

- Leadership and management of the unit for pupils with moderate learning difficulties are excellent.
- Very good support is provided for all pupils.
- All pupils make at least good progress within the unit and when included with other pupils at other times. The unit staff support them at these times.
- The unit is held in high regard within the school and local community.
- Pupils in the unit are very happy, contented and hard working. They behave well.
- The excellent work of the unit is limited to pupils from reception to Year 2. The school is unable to extend the provision into Key Stage 2 because of financial constraints caused by its allocated budget.

Commentary

40. The opportunities provided for children and pupils with moderate learning difficulties are extremely well managed by the teacher in charge. There are excellent systems for ensuring that the provision matches each pupil's needs and their progress against targets is carefully monitored. The recording and reporting of their progress are of the highest quality and contain clear details of targets for improvement and the action that will be taken to achieve them. The quality of teaching is excellent and ensures that all pupils learn well and that their achievements are their best. Throughout each day pupils are provided with a balanced curriculum with emphasis on literacy, numeracy and ICT skills. This is enhanced with opportunities to develop skills through a range of other subjects, particularly physical activities. The provision is skilfully balanced between teaching, learning, therapy and the development of social skills. In addition, every pupil has three afternoons a week where they are integrated into the main school and learn alongside pupils of their own age. This provision works very well. The behaviour of pupils at lunchtimes, when eating with other pupils, is excellent. Unfortunately, the provision ends when pupils are seven. The school's budget restraints are such that the provision cannot be extended into Key Stage 2. Pupils either have to be integrated into the main school or leave; most have to leave because they would not cope. This is against the wishes of the school, the parents and the community. Because of their special needs, these pupils require a consistent and progressive approach to their education. The current system which the school is forced to implement goes against its inclusive ethos.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

When children enter the nursery class their levels of attainment are very low, with weaknesses across all areas of learning. Children are achieving well in the nursery and in the reception class because the quality of teaching is consistently very good. The quality of planning and assessment is very good for both classes. The teachers and all the staff work very well together as a team. The leadership and management of the Foundation Stage are very good. The leader has identified appropriate areas for development and has worked hard to ensure that the classrooms provide plenty of areas for children to develop their imaginations and speaking and listening skills through role-play. However, in the last year there was a great deal of mobility of staff, particularly in the reception classes. The team have established good links with parents, including home visits before the children start in the nursery class, and are working to improve these links further. Overall, there has been a good improvement since the time of the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is very good.

Main strengths and weaknesses

- From the start the staff teach children how to share and co-operate.
- The staff encourage children to choose their own activities and spend a reasonable amount of time at each one.
- The expectation of good behaviour is made clear from the time children enter the nursery.
- The staff have a consistent approach to behaviour management.
- The Foundation Stage lunch contributes well to pupils' personal and social development.

Commentary

41. Children settle into school well when they enter the nursery because there are well-established routines, a stimulating learning environment and well-planned activities for them to do. The teaching is very good and children are encouraged to play together and co-operate from the start. The staff are very good role models for the children. Some children find it quite difficult to take turns when they arrive in the nursery but they soon learn to do this very well. For example, when 'running the shop' in reception, children take turns very well. The staff are watchful both indoors and in the outdoor area to ensure that all children are included and happy. The staff encourage children to remember to wash their hands before handling food and by the time they are in reception, they know this well and do it very quickly.
42. The school has recently introduced the Foundation Stage lunch. This has enabled children to learn how to behave well in a social setting whilst eating. This has contributed very well to pupils' personal and social development.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is very good.

Main strengths and weaknesses

- Staff model language and question children very well. They encourage reluctant children to speak.
- Staff encourage children very well to develop their speaking and listening skills through role-play.
- Staff teach initial letter sounds well.
- Children do not always build on what they already know when they move into Year 1.

Commentary

43. When children enter the nursery, most of them have very poor language skills. However, because of the encouraging way that the staff engage the children in conversations, they begin to make more effort to communicate. Staff read stories in a lively and interesting way and value the contributions that the children make. Most of the children listen well and demonstrated during the inspection that they can learn vocabulary quickly and well when staff engage their interest appropriately. Children learnt the names of the fruits mentioned in Handa's Surprise and could recall the names and recognise the fruits well. In the reception class, children were encouraged to express their likes and dislikes after tasting the different fruits. The staff look for every opportunity to develop language and repeat mispronounced words in a non-threatening and encouraging way. In both the nursery and the reception class children know that they must not speak too loudly and, consequently, in both classes the noise level is appropriate and the atmosphere workmanlike yet friendly.
44. Staff plan good opportunities for children to practise early writing and mark making. Children make marks in sand; use play-dough and paint as well as conventional writing materials. There are writing areas in the classrooms. However, in the past, children have not had enough opportunities to write. When they start in Year 1, their attainment is still well below average, although their progress is satisfactory.
45. In the nursery and reception classes, there is a 'favourite story' slot linked in with the current class topic or particular literacy focus, e.g. rhyming words every day. Children borrow books as often as their parents want them to in the nursery, and nursery parents are encouraged to choose books with their children. Staff help the children chose in the reception class. At least twice a week nursery children take home reading books without words to encourage them to improve their story telling and book language skills. Reception children take home a reading book every day to share with their parents. The staff have prepared useful information to help parents support their children. They plan further information for parents in terms of workshops, which the teacher of English as an additional language will contribute to. Standards are still well below average when children start in Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is very good.

Main strengths and weaknesses

- Children have many opportunities to explore number and shape in both the nursery and the reception class.
- The learning environment supports mathematical development well.
- Whole class activities are not always planned sufficiently well to take account of the needs of all pupils.

Commentary

46. Most children enter the nursery with well below average mathematical skills. Children in the nursery and reception have many opportunities to count and use numbers. The teaching is usually very good. In particular staff emphasise and model the language of mathematics very well. They use practical resources very well to reinforce children's learning. Children learn a range of number rhymes like '10 fat sausages frying in the pan' and '5 speckled frogs' to reinforce number concepts. Shape is taught and reinforced through looking for familiar shapes in the children's environment. Nursery children were eating square and triangular pieces of toast. In reception, most children joined in to count in 10s up to 100. They used their fingers to support counting in 10s. Some children confidently say what one less than eight is but many still find this vocabulary hard to understand. The classrooms offer children useful prompts such as number tracks and hundred squares to help them with their mathematics. Very good mathematical activities are built into the role-play areas of the classroom. By the time the children start Year 1, their attainment is below average, which means that they have made good progress since the time they started in the nursery.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is very good.

Main strengths and weaknesses

- A good range of activities is provided to enable children to learn about the world around them.
- Children benefit from very good adult support.

Commentary

47. When children enter the nursery, their knowledge and understanding of the world is poor. Children in the nursery soon learn to use the computer and staff offer them many opportunities to improve their mouse control and manipulation skills. These skills are developed further in the reception class through a range of appropriate programs and skill development. Staff encourage children very well to be curious and to look at objects carefully. In the nursery class the children looked at the inside of a mango and an orange with magnifying glasses and talked about the differences in the pips/stones and the colours. In the reception class, children were learning about change and were encouraged to predict what would happen when seeds and stones were planted. The children planted their own seeds or stones and were able to demonstrate that they can use some of the vocabulary correctly, although they usually speak in one or two words rather than in sentences. In the outdoor play area, children had good opportunities to construct for their own purposes. For instance, a few children were making a plane. By the time children are in Year 1, their attainment is below average but their progress has been good from a low starting point.

PHYSICAL DEVELOPMENT

Provision in physical development is very good.

Main strengths and weaknesses

- Children have many opportunities to become better co-ordinated and dextrous. A wide range of equipment and activities supports their learning.
- A good outside play area with plenty of space to run around.
- The layout of the outside area could be organised better.

Commentary

48. Children enter the nursery with a below average level of physical development. The staff plan a good range of indoor and outdoor activities to promote physical development. Children have access to a wide range of large wheeled toys and climbing equipment, all of which develop their co-ordination well. Staff provide an appropriate balance of support and encouragement so that children develop their skills well. They are carefully supervised to ensure the pupils' safety. Both nursery and reception children practised balancing bean bags on their heads whilst playing in the outside area. Nursery children had a good opportunity to manipulate play-dough to make the fruits described in Handa's Surprise. No physical education sessions were observed during the time of the inspection as the reception class does not use its allocated hall time until after the autumn half term. Progress in this area of learning is very good. Children in reception have skills that are in line with expectations.

CREATIVE DEVELOPMENT

Provision in creative development is very good.

Main strengths and weaknesses

- A good range of activities, using a variety of media, which are enjoyed by the children.

Commentary

49. Children enter nursery with attainment that is well below expectations. However, they soon enjoy trying out a wide range of activities that enable them to investigate with paint and other media. They learn the associated vocabulary and begin to confidently know colours. In the nursery children were identifying the correct colours for the fruit they had made out of play-dough. In the reception class children were choosing to paint and were able to work independently and sensibly. The children enjoy singing number rhymes as part of their mathematics lessons in the reception class. No focused teaching was observed in this area of learning in the reception class. It is evident from the scrutiny of work that the school provides children with a wide range of stimulating and appropriate activities. In the reception class, there is a musical corner with a range of instruments. The vocabulary for these instruments is well supported by a wall display. Children enter Year 1 with appropriate levels of attainment, which indicates very good progress in reception.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory

Main strengths and weaknesses

- Standards in speaking and listening and reading are below average and standards in writing are well below average in Year 6.
- Standards in speaking and listening, reading and writing are well below average in Year 2.
- Infant pupils' knowledge of strategies to help them read unknown words is weak.
- Teaching is effective in helping pupils make good progress overall.
- The school has put into place appropriate strategies to raise standards in writing.
- Tracking of pupils' progress and the setting of targets are not consistently expressed in a meaningful way for pupils.
- Marking does not always show pupils how to improve.
- More pupils are achieving at the higher level 5 in Year 6.

- The initiative to improve boys' writing has had a positive impact.
- Pupils' attitudes and behaviour are very good.
- Classroom management is effective.

Commentary

50. Pupils start in the infant classes with standards in English well below those expected for their ages. Standards in reading and writing in Year 2 are well below average when compared with schools nationally and when compared with schools in similar contexts. This is a less favourable situation than at the time of the last inspection, although pupils are making satisfactory progress from a very low starting point. About half the pupils in the current Year 3 did not achieve level 2 in the National Curriculum tests for 2003, although standards were better than in 2002. Standards in English in the national tests for pupils in Year 6 were well below average compared with schools nationally. Standards were slightly lower than those achieved in 2003, where standards were in line with schools in similar contexts. Overall, there is an improving picture in the junior part of the school. Progress is generally good. The initiatives to improve boys' writing have been successful in closing the gap between boys' and girls' achievement. Standards in speaking and listening in Year 2 are well below average and in Year 6 below average.
51. The quality of teaching has improved since the last inspection. Teaching is good in both the infant and the junior classes. Some pupils benefit from excellent teaching in the junior department. Teachers plan to a common short-term format, usually with sufficient detail but in one class the teacher had planned work for only the first day of the week. Most teachers have high expectations of behaviour and achievement and consequently, in most of the lessons observed, pupils made good progress. Teachers use a good range of well-prepared materials and resources for lessons. In most lessons, teachers write 'WALT' – i.e. 'we are learning to' on the class board, share these expectations well with pupils and check that pupils understand what they mean. Teachers take care to express these objectives in meaningful language for the pupils. In lessons, pupils with special educational needs and English as an additional language receive good support and the work planned for them is appropriately challenging. However, in the scrutiny of work there was less evidence of how the needs of all pupils had been addressed. Teachers usually question pupils well and model language well but not all teachers write or display the vocabulary in the classroom so that pupils make the link between written and spoken language. Teaching assistants work well with pupils in all parts of the lesson but some other adults are not so consistently effective. Marking does not usually indicate clearly enough what pupils need to do to improve.

SPEAKING AND LISTENING

52. Teachers work hard to try to improve attainment in speaking and listening but it is still below expectations in the junior classes and well below expectations in the infant classes. The younger pupils often have very short concentration spans but by the time the pupils are in the junior classes, this is much improved and they usually concentrate and listen well. Teachers plan opportunities in other subjects to improve pupils' speaking and listening skills. In all mathematics lessons, particularly in the mental and oral starters to the lessons, specific vocabulary is introduced and opportunities created for discussion. In a geography lesson in an infant class, pupils were given good opportunities to discuss the story of Katie Morag on the Island of Struay. Some plenary sessions are used well to encourage pupils to reflect on what they have learnt and explain what has been successful and why. However, in some lessons this part of the lesson is not used well. It is very brief and pupils are asked to say what they have done and not explain what they have learnt.

READING

53. The school is now targeting an improvement in reading, including an initiative in the nursery and reception classes. Pupils currently in Year 2 do not know enough different ways to help themselves read unknown words. However, good teaching of how to use the context of a text to find unknown words was observed during the inspection in Year 2. Guided reading groups were taught well throughout the school and a range of interesting texts is planned to engage the pupils in reading. There is a good emphasis on phonic work and rhyming patterns in the infant classes. However, pupils' reading skills are preventing them accessing other subjects of the curriculum. For example, in some mathematics lesson pupils were unable to interpret data and contribute to the lesson. In a Year 5 science lesson, because pupils' reading and comprehension skills are below expectations, this slowed the lesson down. The school tries hard to encourage parents to share reading with their children.

WRITING

54. Pupils enter Year 1 with poor writing skills. Whilst pupils were given a range of writing tasks in the infant classes last year, some of which linked well to other subjects of the curriculum such as history, it was evident from the scrutiny of work that work was not always planned well enough to take account of pupils' prior attainment. Some pupils, particularly pupils with special educational needs, were not given enough support to enable them to progress satisfactorily with their writing. In the group work in a Year 1 class, an opportunity to write was lost when pupils were asked to cut and stick pictures when working on phonic work. In a Year 3 and 4 class, pupils were set an appropriately challenging task to write headlines for photographs from newspapers. Pupils worked hard and had lots of ideas but their use of language was not very imaginative. Teachers give pupils opportunities to plan their work on writing frames, in drafting books and on white boards but there is often little evidence of the teachers' or the pupils' initial response to this work.
55. The subject leader is an excellent teacher of English and is well placed to support other staff and to bring about further improvements, particularly in the infant classes. The subject is well led and the improvements in the teaching of writing to boys, initiated by the co-ordinator, have had a positive impact. She regularly monitors lessons and work and gives feedback. Analysis of National Curriculum test results is used well to target areas that pupils find difficult. However, the tracking of pupils' progress needs to be improved. Lessons are well resourced. Information and communication technology is increasingly being used well to support both the teaching and learning of literacy in English lessons.

Language and literacy across the curriculum

56. Throughout the school pupils' language and literacy skills are not being consistently developed through other subjects. Whilst there are frequent opportunities for pupils to develop their speaking and listening skills, the quality of their written work is generally unsatisfactory. In too many lessons pupils do not have enough access to computers to help with their written work. These weaknesses must be addressed if pupils are to achieve better standards and pupils with different learning needs improve consistently.

MATHEMATICS

Provision in mathematics is good. The quality of teaching is effective in raising achievement but has insufficient impact upon standards.

Main strengths and weaknesses

- Pupils in Year 2 and Year 6 attain standards below average.
- Teaching and learning for pupils of five to 11 is always satisfactory, often good and sometimes better.

- Provision for pupils with special educational needs is good.
- Pupils with special educational needs are placed in appropriate groups which reflect their mathematics needs.
- Scrutiny of work for Year 2 (2002-2003) indicated that the quantity and quality of work was improved.
- The amount of work in Year 6 (2002-3) was small, and the distinction between levels of ability in differentiation was very small.
- In some year groups, greater challenge for higher ability pupils is lacking.
- There is insufficient application of mathematical skills across the curriculum.

Commentary

57. Pupils in Year 2 and Year 6 do not attain the national standards expected for their ages in numeracy. Some pupils find the application of mathematics knowledge difficult because of reading difficulties. There is considerable variation in performance year by year. The trends in Key Stage 1 are downward from the national average. The trends in Key Stage 2 show an upward trend to 2002 while the unvalidated results for 2003 indicate a reversal in both key stages. This is attributed to three main factors. These are pupil mobility, which is very high, weak teaching in Year 5/6 at that time and other staff changes due to a teacher mobility.
58. By the age of seven, most pupils count to 100 and some are aware of place value in tens and units, recognising the value of digits in numbers. Some, but not all, are aware of subtraction as the inverse of addition, and coins are recognised by almost all. Some of the higher ability pupils at this age solve oral money calculations and problems mentally, but for others, low reading ability inhibits the application of their knowledge. Work in shape, space and measures is less prominent, but sorting and classifying coins according to different criteria was seen taking place effectively.
59. In Years 3 and 4, pupils' tasks are well differentiated and there is a greater tendency to use the National Numeracy Strategy for solutions beyond the norm for these year groups. In classes with a particularly large number of pupils with special educational needs, provision is good and they achieve at least satisfactorily, as do pupils for whom English is an additional language. In Years 5 and 6, the oral/mental starters to numeracy lessons are used well, and extension tasks are well developed from the main activity.
60. The quality of teaching is satisfactory or better. In most lessons teachers share lesson objectives with the pupils in an age-appropriate way. Very often this is reviewed in plenary sessions, sometimes through asking pupils if the purpose of the work was understood and if they had any problems. The quality of learning is always satisfactory and often good or better, but the impact of teaching and learning on standards is not yet sufficient. Whilst teaching and learning are mainly good, this will need to be maintained if standards are to rise further.
61. Teachers use modified worksheets appropriately. In Year 1, teachers record the previous day's successes and difficulties for specific pupils and attach this to the plans for the day. Teachers make particular efforts to introduce relevant mathematical vocabulary. Pupils do their best to use mathematical vocabulary when answering teachers' questions. These methods contribute to raising standards.
62. The quality of teachers' marking and comments is variable; they are often congratulatory and encouraging, but where these are constructive and developmental, standards are higher.
63. The leadership and management of mathematics are good but the co-ordinator is fully aware of the need to raise standards further. While assessment procedures have recently started to improve, prior tracking has not been fully effective and the use of assessment data in classrooms has not helped raise standards enough for some groups and individuals.

64. Parents are sent a termly leaflet to indicate planned areas of study and how they can help their children at home. Unfortunately, not all parents appear to appreciate the work their children do at home. This hampers the progress pupils make and the standards they achieve in school.
65. The school has made satisfactory progress since the last inspection, but low standards continue to be an issue of significant importance.

Mathematics across the curriculum

66. There are a limited number of curriculum areas where a link has been established with mathematics, though some data collection and handling appears within other subjects. Computer software is in use in almost all classrooms, predominantly for mathematical activities, but there was little evidence of its use during the inspection. The ICT suite is used each week to support numeracy. While this facility is used effectively, the skills pupils learn are not being transferred successfully to classroom learning.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Standards are below those found nationally in Key Stage 1 but in line with national averages in Key Stage 2.
- Where there is good teaching standards pupils achieve are higher.
- Pupils are keen, enthusiastic and work well. Some pupils lose concentration if not kept on task.
- Effective learning is helped by teachers' good subject knowledge.
- At times, some very good individual guidance is provided to pupils.
- Pupils are well managed.
- Assessment information is not used consistently well to track pupils' progress and to bring about interventions.
- The new ecology garden is a good facility and used well.

Commentary

67. Since the last report in 1998, standards in science have varied at both Year 2 and Year 6. Teachers' assessment for pupils in Year 2 in 2002 showed standards to be below average compared those found nationally. Inspection findings show that they are still below the national average. The last report stated that standards were around the national average.
68. Since 1999, standards of pupils in Year 6 who obtained level 4 in the national tests showed continuous improvement, although still below national expectations until 2002. In that year standards were above national averages and well above compared with similar schools. However, unvalidated results of the 2003 national tests showed standards had declined. Inspection judgements are that standards are now in line with those seen nationally. Pupils achieve satisfactorily in both Year 2 and Year 6. Pupils with special educational needs and those for whom English is an additional language achieve satisfactorily compared to their prior attainment. There are noticeable differences in the standards achieved by boys and girls.
69. Standards in both key stages vary from year to year because of a high pupil mobility factor. This factor adversely affects standards as there is lack of continuity in pupils' learning and there are frequently few pupils capable of achieving the higher levels. In 2002, the Year 6 group of pupils was an unusually stable group and there were more pupils of average and above ability.

70. Teaching and learning vary from satisfactory to good. Where it is good the teachers communicate their enthusiasm well and this has a positive effect on the standards pupils achieve and their learning. Most teachers have good subject knowledge and give every possible encouragement to groups and individuals. This was seen, for example, in a lesson with Year 5 pupils investigating rates of evaporation. In all classes teachers ensure good behaviour and this supports good learning and pupils' interest in their work. However, in less effective lessons some pupils are not kept on task and tend to lose concentration with the result that the quality of work is affected. In most lessons, pupils show good levels of co-operation when working in groups. This was seen in a Year 6 class in the ecology garden. They supported each other very well and shared their knowledge and understanding. Pupils are keen to ask and answer questions, which teachers and other staff answer positively. Where support assistants are present they provide good support for the pupils, particularly to those with special educational needs and those with English as an additional language.
71. A relative weakness is that teachers do not always bring lessons to a suitable ending. This means that they are frequently unable to ascertain how much the pupils know and understand. Assessment information needs improvement and needs to be used more effectively to inform teachers' planning and to help them judge accurately what pupils know and understand.
72. Although no unsatisfactory teaching was observed, teaching needs to be even better in order to raise the standards for all pupils. This has already been noted in the school improvement plan.
73. The leadership and management of the subject are satisfactory. Although the co-ordinator has only been in position for one year her effectiveness is improving. However, there is insufficient monitoring, particularly of lessons, to ensure consistency in the teaching of science and the associated skills across the school and within other subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is satisfactory.

Main strengths and weaknesses

- The provision for ICT has improved since the last inspection.
- Standards achieved are below those expected by the end of Key Stages 1 and 2.
- There are strengths in teaching and learning at the end of Key Stage 1 and within Key Stage 2.
- Pupils are enthusiastic and willing to learn.
- The use of up-to-date software in the ICT suite supports better teaching and learning.
- The development and use of the ICT suite by all classes throughout the school is good.
- There is a very limited use of ICT to support teaching and learning across the curriculum.
- There are at least two computers in each classroom but they are infrequently used.
- Some teachers lack confidence in teaching the subject.

Commentary

74. Standards achieved by pupils at the end of Key Stages 1 and 2 are below those expected nationally. This is the same judgement made at the time of the last inspection. However, in work seen, the weaknesses identified in the use of appropriate software and in the development of a balanced curriculum have been addressed. Teachers are now using the improved provision to develop and consolidate pupils' basic skills. The improved provision is proving successful in developing pupils' knowledge and understanding but has yet to ensure that standards are at the expected levels. Very few pupils have access to computers at home and this limits the teachers' ability to set ICT tasks for homework and in ensuring that pupils consolidate skills independently or have opportunities to enhance other work using ICT.

75. Pupils in Year 2 develop familiarity with computer methods when, for example, using geometric shapes to create effective patterns. Pupils are familiar with the names of basic hardware. Higher attaining pupils achieve standards in line with those expected nationally. The standards pupils achieve are improving steadily, particularly in the use of different fonts, wordart, text and drawing programs.
76. Pupils in Year 6 have limited knowledge and understanding of computer skills. Despite teaching and learning being sound, the progress made in acquiring skills, knowledge and understanding is not rapid enough and there are limited opportunities for them to consolidate learning in other subjects. Pupils are motivated and interested in ICT and some are beginning to explain with increasing clarity what they have learnt and found out. However, many are unsure and this underpins a generally low standard of knowledge and understanding. Pupils in Year 5 show greater promise and are, for example, already developing spreadsheets to analyse costings. Whilst the standards they achieve are below nationally expected levels, they are already linking learning in mathematics with ICT and how spreadsheets can be used to interrogate data. They are on track to meet the expected level nationally by the end of Year 6.
77. The provision of an enrichment session once a week at lunchtimes for higher achieving pupils is proving successful in raising standards for this group. The provision is provided by a teacher from the local secondary school. The provision is of a high standard and well attended.
78. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress and their achievement is satisfactory. There are no noticeable differences between boys and girls in this respect and all pupils have equal access to computers.
79. Overall, the quality of teaching is satisfactory. Some good and very good teaching takes place in Key Stage 1. It has a significant impact on pupils' learning and, whilst the standards pupils achieve are not always in line with those expected nationally, pupils in these lessons achieve well and make rapid progress. Pupils in these lessons are on track to reach the expected level by the end of the key stage, providing the standard of teaching remains at the higher levels and teachers' expectations remain high. In lessons where teaching is satisfactory, teachers lack confidence to plan for a range of modified tasks for the mix of pupils in their class. As a result, lower attaining pupils rely too heavily on their teacher or the classroom assistant and pupils capable of higher standards lack challenge. In all lessons pupils are keen to learn and no time is lost through misbehaviour. In the best lessons pupils are attentive, focused in their learning and are reluctant for the lesson to end.
80. Leadership and management of the subject are good. The subject co-ordinator is very clear on what needs to be done to raise pupils' levels of attainment. However, whilst all staff except two have completed the NOF (New Opportunities Fund) training in ICT, staff are still developing their confidence and competence in the subject. Training in the use of the ICT suite has taken place. All classes are timetabled to use it every week. The added advantage of having all the computers networked together and controlled by the teacher during lessons, is proving successful in raising standards. The co-ordinator is fully aware of the need to ensure ICT is included within other lessons. She is currently reviewing assessment procedures to ensure that pupils' achievements are recorded and monitored and that planning identifies how best to use ICT to meet the needs of all pupils.

Information and communication technology across the curriculum

81. Standards in the use of ICT across the curriculum are unsatisfactory. Teachers are not planning enough opportunities for pupils to use and apply ICT skills in other subjects despite resources being available. This is having a direct impact on the standards pupils achieve, particularly in English and mathematics, and in the progress groups and individuals make in class. Whilst some sound literacy and numeracy lessons take place in the ICT suite, there are

limited opportunities for pupils to apply what they have learnt in other subjects. For example, word processing, data handling, using multi-media presentations, using the internet and CD-ROMs for research.

82. In each class there are at least two computers. During the inspection these were rarely seen used and most teachers' planning did not identify how and where pupils learning would be supported by using ICT.

HUMANITIES

History and geography

Due to the school's timetable arrangements, no history lessons were seen during the inspection week. Inspectors looked at samples of pupils' work and at displays around the school, which included elements of both subjects. Insufficient work was seen to form an overall judgement.

Main strengths and weaknesses

- The amount of history work in the previous years' samples was small.
- In examples seen in both subjects, differentiation for higher or lower attaining groups was not strong.
- The history co-ordinator has attended recent in-service training on "history in a creative curriculum" and has passed on her learning to other staff.
- The school has established links with the Historical Society and the Croydon Aerodrome Society.
- Monitoring is limited.
- In geography, the school won an award in 2002 for environmental work across the year groups.
- Links are being made between geography and science to develop ecology issues.
- Monitoring in geography is very infrequent – last done in April 2003.
- In work seen, there was a lack of focus on specific geographical skills.

Commentary

83. In history, inspectors looked at samples of pupils' work, and displays in classes included some well-presented work on "Britain at War." In the previous academic year some work was done by Year 2 on The Great Fire of London. Cross-curricular work included some effective stained glass window. Most work for the low attaining pupils was art-based. Studies of the life of Florence Nightingale included written accounts, which enabled average and higher attainers to write at great length. An interesting piece of Year 3 work on roman life included a study about shopping then and now, and some attempts to do simple number work in roman numerals. There was evidence of cross-curricular work based on the flight of Amy Johnson to Australia. This was linked to geographical work about the route and the countries through which she passed. The limited quantity of recorded work is because the time has been allocated to other activities. The school assessment and recording arrangements include history.
84. The geography co-ordinator has good subject knowledge, but has limited opportunities to manage her area effectively. The school uses a scheme of work based upon the Qualifications and Curriculum Authority's document. The subject co-ordinator feels that pupils' progress is insufficient. Displays included geographical information relating to the history and the flights of Amy Johnson. Basic geographical resources were displayed in a number of classes, including globes, maps of the UK and Europe, and sometimes the world. In work seen from 2002-3, differentiation was minimal.

Religious Education

Too little evidence was available to make a judgement on provision for religious education.

Main strengths and weaknesses

- There are examples of good teaching.
- In the good lessons pupils behave well, remain on task and enjoy their work.
- Teachers have good questioning skills.
- The main religious events and festivals from the Christian faith and other faiths are celebrated.
- Assessment needs developing.

Commentary

85. As no lessons were observed in Years 1 and 2, it was not possible to give judgements on standards and teaching at the end of Year 2. Only a limited number, two lessons, were observed in the rest of the school. Pupils by Year 6 reach the expectations set out in the Locally Agreed Syllabus. Achievement is satisfactory. These findings are similar to the last report.
86. Analysis of work and observation of lessons shows that pupils cover the main areas of the life of Jesus. The Locally Agreed Syllabus includes Christianity, Judaism, Islam and Hinduism. There was evidence that religions, other than Christianity, were being studied. For example, Year 3 pupils wrote about Shabbat, the Jewish Sabbath and the Passover meal.
87. Where teaching is good, lessons proceed at brisk pace. Teachers keep pupils interested and on task by skilful questioning. For example, in a lesson with Year 3, the teacher managed to elicit answers from pupils on the previous lesson, which led neatly into the lesson on Proverbs. Pupils behave well and this enables them to concentrate on their tasks and achieve appropriate levels.
88. The school acknowledges all the main religious festivals throughout the year, mainly in assembly. This contributes well to the spiritual, moral, social and cultural development of the pupils. One area of weakness is the lack of constructive assessment. This has been acknowledged by the headteacher who has recently taken over co-ordination of the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

The provision for art is satisfactory. Only two lessons were observed during the inspection in the infant classes. It is, therefore, not possible to make an overall judgement about teaching. Judgements on standards were made after an examination of work from last year and standards observed in the lessons seen.

Main strengths and weaknesses

- The standard of display seen around the school is good.
- Arts Week held in the summer term was effective in raising standards.
- The co-ordinator has very little time to monitor provision and standards in the subject.
- The use of sketchbooks is underdeveloped.

Commentary

89. Standards in art are in line with the national expectation. Teachers plan for pupils to have experience of a wide range of topics, enabling them to use a range of media and techniques. For example, during the Arts Week in the summer term, each class studied a different artist and then all pupils had the opportunity to see the work of other classes and learn about the different artists.
90. In the two lessons observed in Year 2, the teaching and learning were good. The class teachers gave the pupils an appropriate amount of stimulus before setting the pupils off on an investigative task to create a collage. Pupils had good attitudes to their work, concentrated well, and were productive. Teachers planned for pupils to have a good opportunity to evaluate the work that they had done.
91. The subject leader has just taken on this role. She has appropriate expertise and has already begun to identify strengths and areas for development in this subject. The policy for art was recently updated. However, the medium term planning has not been adapted to meet the specific needs of the school. Some monitoring in terms of work scrutiny is planned but not in terms of monitoring of teaching and learning in classrooms. Assessment systems need to be improved. There are two extra-curricular art clubs after school for textiles and art and crafts.

Design and Technology

Due to the school's timetable arrangements it was not possible to form overall judgements about the effectiveness of provision in design and technology.

Commentary

92. From the scrutiny of work, the subject portfolio, teachers' planning, their records and discussion with teachers and pupils, standards are shown to be broadly in line with those expected by the end of Key Stages 1 and 2. Standards have continued to improve since the last inspection. In work seen, pupils' achievements are satisfactory and they make sound progress over time. A balanced curriculum is taught which covers all aspects of the subject.
93. By the end of Key Stage 2, evidence indicates that pupils are working within appropriate levels for their age and ability and further progress has been made. The quality of decorative boxes and the detail in finish are at least satisfactory.
94. The good use of a portfolio of pupils' work is effective in setting better standards in the subject and in guiding staff when levelling work. The subject co-ordinator is not a specialist but is very aware of the need to ensure key skills are developed across the curriculum where necessary. She has started to monitor standards and teachers' planning. Further development in the subject includes improving teacher assessments to ensure they are as accurate as possible and using this information to ensure progression and continuity for groups and individual pupils. Information and communication technology has yet to be integrated into the subject provision.

Music

Provision in music is mostly satisfactory but there are weaknesses.

Main strengths and weaknesses

- The provision for music needs further improvement.
- Teachers' knowledge and understanding in music needs further development.
- Good questioning by teachers helps to keep the pupils on task.
- Pupils behave well and respond well.

- Singing has improved.
- There are not enough opportunities for pupils to listen and apply knowledge.
- Some instruments and resources need replacing.
- Assessment is weak.

Commentary

95. In the limited number of lessons observed, standards attained by pupils throughout the school are in line with those expected for their age. Achievement is also satisfactory. Pupils enjoy music-making activities. There is one peripatetic keyboard teacher and one former teacher who takes a recorder club. With only one lesson a week per class for music the overall provision, whilst adequate, could be better.
96. No music was observed in Years 5 and 6, but in the rest of the school most teachers, who were not specialists, had enough musical knowledge to teach the subject. Most of the lessons this term were concerned with exploring sounds.
97. Teaching and learning vary from satisfactory to good. Teachers manage their classes well. This ensures that the pupils generally behave well and work and listen in a calm environment.
98. The school concentrates on a fair amount of singing and puts on shows throughout the year. The singing in assemblies was noted for the way the pupils sang with gusto and liveliness. They confidently change dynamics between verse and chorus and keep to the beat and rhythm. They obviously enjoyed singing hymns together. Although some listening and applying knowledge and understanding of music was observed, this aspect of music needs further development.
99. The co-ordinator had only been in position three weeks. She realises that she needs to liaise more with staff and that assessment in music should be developed. Some of the instruments and resources need replacing.

Physical Education

Provision in physical education is good.

Main strengths and weaknesses

- Clear and detailed planning is a strong feature.
- The co-ordinator's good subject knowledge is an aid to good teaching. Teaching is at least satisfactory and mostly good.
- Pupils enjoy PE and maintain interest in their lessons.
- There is a good range of extra-curricular activities which enhance pupils' opportunities.
- The new co-ordinator shows enthusiasm and a very strong awareness of the needs of pupils. She has good subject knowledge.
- Some teachers lack confidence in the subject and will need support from better qualified teachers.
- More opportunity is needed for the co-ordinator to monitor lessons. This is in the current school improvement plan.

Commentary

100. Standards in physical education have improved since the last inspection but, although in line overall with the national expectation, they are still variable. Achievement is often good. Achievement in the special educational needs Opportunity Base is excellent as a direct consequence of excellent teaching. This ensures very good learning. There are no obvious

differences in the attainment of boys and girls, pupils with special educational needs and those for whom English is an additional language.

101. On entry to Year 1 standards of physical development are low. During Years 1 and 2 progress is only steady. In lessons seen, classes are learning at a satisfactory level, but standards and achievement were below the national expectation. As pupils progress through Years 3 to 6, lessons seen were consistent, with good teaching, learning and achievement. Standards in Years 3 to 6 are in line with the national expectation. Swimming arrangements have been improved so that all pupils in Years 5 and 6 have regular opportunities to swim, and the majority reach the standard expected by the end of Year 6, with some exceeding it.
102. Although teaching and learning are satisfactory and almost always good, compared to national expectations standards achieved by pupils vary from satisfactory to poor. However, the poor standards were in the excellent lesson in the Opportunity Base. In these very special circumstances the standards the pupils achieved were good compared to their prior attainment. Standards of behaviour in physical education lessons are always satisfactory even when pace is slow. In all lessons teachers work hard to teach basic skills and in providing clear explanations and demonstrations. There is clear progression in skills as pupils move through the school and this is beginning to be effective in ensuring pupils achieve standards in line with those found nationally.
103. The subject co-ordinator is new to her post. Despite this she has gained a realistic and appropriate overview of her subject that will help in taking it further. She is already aware of the need for staff development and of the lack of confidence of some teachers. She is aware that monitoring needs to be increased. The co-ordinator is well supported and encouraged by the headteacher. The site manager contributes well by managing several football teams. Extra-curricular opportunities are good and include girls' as well as boys' football. The teams play in local leagues. The school plans to enhance the physical education opportunities to ensure that they are appropriate to the needs of the pupils, and there is an action plan to be implemented in the near future.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	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
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
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	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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

