

INSPECTION REPORT

HIGH VIEW PRIMARY SCHOOL

Wallington

LEA area: London Borough of Sutton

Unique reference number: 102971

Headteacher: Mr C Byrne

Lead inspector: Mr D Shepherd

Dates of inspection: 10 - 13 November 2003

Inspection number: 256417

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:	441
School address:	The Chase Wallington
Postcode:	SM6 8JT
Telephone number:	020 8688 3563
Fax number:	020 8688 4334
Appropriate authority:	Governing Body
Name of chair of governors:	Mr J Hillarby
Date of previous inspection:	23 March 1998

CHARACTERISTICS OF THE SCHOOL

High View Primary School is much bigger than other primary schools and has 441 pupils on roll. About nine per cent of pupils speak English as an additional language, three of whom are at the early stages of learning English. This is higher than the national average. Seventy-four per cent of pupils are white United Kingdom and ten per cent white European. Nearly six per cent of pupils are entitled to free school meals, which is below average. About sixteen per cent of pupils have special educational needs. This is lower than in most schools. The main needs pupils have are social, emotional and behavioural, specific learning difficulties, speech and communication difficulties and physical difficulties. The attainment of pupils on entry to school is average overall, although, this year, it is above average in personal development and language. The rate at which pupils join and leave the school during the year is low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2905	David Shepherd	Lead inspector	Science Religious education
9958	Tim Page	Lay inspector	
24091	Michael Shaw	Team inspector	Mathematics Information and communication technology Physical education Special educational needs
28200	Paul Stevens	Team inspector	English Geography History Music
32168	Ann Keen	Team inspector	Art and design Design and technology Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

High View Primary provides a **sound education** for its pupils. Leadership and management are satisfactory. The school provides satisfactory value for money. Most pupils enter school with standards that are average, although this year, standards on entry in personal and social development are above average. When compared with other schools, standards in numeracy are above average. In other subjects they are average. Teaching and learning are satisfactory.

The school's main strengths and weaknesses are:

- most pupils in Years 3 to 6 achieve very well in mathematics and standards are well above average; however, they achieve well in English but standards fell last year and are now average
- most pupils in Years 1 and 2 achieve well in speaking and listening, writing and science and standards are above average
- standards in the Foundation Stage are above expected levels in literacy and in personal and social development
- pupils' attitudes to school and their behaviour are good
- overall, higher attaining pupils do not achieve high enough standards in many subjects
- in spite of the many improvements made since the last inspection, aspects of assessment are unsatisfactory overall
- the school's monitoring of subjects does not focus enough on specific measures to raise standards

Improvement since the last inspection is satisfactory overall. In relation to the standards they reached when in Year 2, most pupils achieve well in mathematics and English, even though standards in English fell last year when compared with other schools. The achievement of pupils with special educational needs [SEN] is satisfactory. More pupils are now achieving higher levels in National Curriculum tests, but the achievement of higher attaining pupils is unsatisfactory overall. This is because these pupils are not set hard enough work in a number of subjects.

Most of the main weaknesses identified at the last inspection have been corrected. Subject co-ordinators now carry out their roles diligently and the school has reduced the length of lessons. However, in spite of working hard and improving assessment, the school has not improved enough in certain aspects of this area.

STANDARDS ACHIEVED

Year 6 results

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

*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, the achievement of most pupils in relation to their capabilities and prior learning is good. In Years 3 to 6 in mathematics it is very good and standards are well above average. In English, it is good and in science, satisfactory. Standards in both these subjects are average. In Years 1 and 2, achievement in writing and science is good and in reading and mathematics, satisfactory. Standards in literacy and science in these year groups are above average and in

mathematics, average. By the end of the Foundation Stage, most children reach the goals set for children of this age. Children's achievement in the Foundation Stage is satisfactory. By the end of Years 2 and 6, pupils' attainment is at expected levels in information and communication technology [ICT], religious education [RE], physical education [PE] and design and technology [DT].

Pupils' spiritual, moral, social and cultural development are good. Their attitudes, behaviour, attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are satisfactory with about one half of the lessons observed during the inspection being judged to be good or very good. Teaching and learning are consistently good in Year 6. The main strengths in the teaching are good management of behaviour and good encouragement given to pupils to help them think carefully about their work. Two main weaknesses in the teaching were noted. With the exceptions of literacy and numeracy, pupils' achievements are not assessed well enough and pupils do not know how well they doing. However, in literacy and numeracy, not enough use is made of data from the assessments to set short-term targets for improvement. In addition, teachers do not prepare hard enough work for higher attaining pupils.

The curriculum provided by the school is satisfactory and pupils receive satisfactory levels of care and guidance. The school has very good links with parents and good links with the community.

LEADERSHIP AND MANAGEMENT

The leadership and management provided by the school are satisfactory. The headteacher provides sound leadership and has set a clear direction for the development of the school. He receives very good support from the deputy headteacher and good support from other staff. Subject co-ordinators carry out their responsibilities diligently and some have devised useful plans to correct weaknesses in their subjects. However, these do not focus enough on raising standards. Governors are very supportive of the school and governance is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold very positive views about all aspects of the school. Pupils in Years 5 and 6 hold positive views about most issues to do with the school. However, a number of them do not think adults treat pupils fairly and they find their homework too easy. They also think that some pupils do not behave well. Inspectors did not find much evidence to support these views expressed by pupils.

IMPROVEMENTS NEEDED

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

- Ensure pupils achieve what they are capable of in English in Years 3 to 6
- Ensure higher attaining pupils achieve what they are capable of, especially in English, mathematics, science
- Assess pupils' performance in English, mathematics, science and ICT against standards in the National Curriculum and use this information to set short-term targets for improvement for pupils and inform pupils how well they are doing and what they need to do to improve
- Ensure that monitoring and evaluation of subjects focuses explicitly on quantifiable measures for raising standards

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of most pupils is satisfactory throughout the school and they reach nationally expected standards in most subjects. Over the past three years in Years 2 and 6, girls have achieved higher levels than boys in English and science and similar levels in mathematics. Overall, higher attaining pupils could attain higher standards throughout the school. Standards in the National Curriculum tests over the past four years in Year 6 in English and science have fallen. They have improved in mathematics during this time.

Main strengths and weaknesses

- by the end of Year 6, standards in mathematics have improved and are well above average
- by the end of Year 2, standards in writing have improved and are above average
- by the end of reception, standards are above average in literacy and in their personal and social development
- higher attaining pupils are not achieving as much as they could in most subjects

Commentary

1. In the 2003 National Curriculum tests for pupils in Year 2, standards in reading fell from those of the previous year, but those in writing improved. Standards in mathematics and science remained similar. When compared with all schools, standards in the 2003 tests in reading and mathematics were average and those in writing and science above average. Standards in literacy overall are above average. When compared with similar schools, standards in reading and mathematics were below average, and those in writing and science average. Standards in speaking and listening are good throughout the school. Since the last inspection, when compared with all schools, the trend of improvement in reading, writing and mathematics is above the national trend. The following table illustrates the results from the 2003 tests.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.3 (17.3)	15.7 (15.8)
Writing	15.3 (14.8)	14.6 (14.4)
Mathematics	16.5 (16.7)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

2. In the 2003 National Curriculum tests for pupils in Year 6, standards in mathematics were well above average and those in English and science average when compared with all schools. Compared with similar schools, standards in mathematics were well above average, in English above average and in science average. Since the last inspection, the trend of improvement in mathematics is above the national trend, but that in English and science below. The following table illustrates the results from the 2003 tests.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.4 (27.9)	26.8 (27.0)
Mathematics	28.4 (28.7)	26.8 (26.7)
Science	29.1 (28.4)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

3. In 2003 in Year 6, the school exceeded the target it set for itself in mathematics and met that in English. A significant reason why results in mathematics are high is because the school teaches groups of pupils in Years 5 and 6 in ability groups and employs a part-time teacher to reduce the numbers in each group during these lessons. These measures are helping to raise standards. This is not done in English, where results are lower than those in mathematics. This is a significant reason why the performance of the same groups of pupils is rising in mathematics and declining in English.
4. This year, children's attainment on entry to school is above average in personal development, and average in all other areas of their learning. In previous years, attainment on entry has been average in all areas. Overall, the achievement of most children in the Foundation Stage is satisfactory and they reach standards that are at expected levels in all areas of learning by the end of the reception class. Taking a longer-term view through the school, the achievement in mathematics of the group of pupils in Year 6 last year was very good. This was the case when they were in Years 5 and 6 in particular. Their achievement in English was satisfactory. However, when compared with what they already knew when in Year 2, their achievement was good. In science, pupils' achievement in relation to all schools is good in Years 1 and 2 and satisfactory in Years 3 to 6. The teaching of mathematics, especially in Years 5 and 6, is better than that of English and this is a further reason why standards are rising in mathematics and declining in English. However, the teaching of writing in Years 1 and 2 is good, and better than that of reading and mathematics. This explains why pupils' achievement is good and standards are higher in this aspect of English in these year groups.
5. Inspection findings confirm the results of the national tests. By the end of Year 2, standards in writing and science and, by the end of Year 6, those in mathematics, are above expected levels and pupils achieve well in these subjects in these year groups. This is because of the good teaching in these subjects, especially in Years 2 and 6. Standards in reading and mathematics are at expected levels in Year 2 and pupils' achievement is satisfactory. By the end of Year 6, standards in English and science are at expected levels and pupils' achievement is satisfactory. This is because the quality of teaching is satisfactory and not as good as it is in writing and science in Year 2 or in mathematics in Year 6. Standards in speaking and listening are good throughout the school.
6. Throughout the school, standards in ICT, RE and PE are at expected levels. The achievement of most pupils in these subjects is satisfactory. Lack of evidence means that it is not possible to make judgements about other subjects. However, with the exception of English and mathematics, higher attaining pupils do not achieve as much as they are capable of in the subjects inspected. This is because they are often set the same work as other pupils and they regularly find it too easy. Pupils with SEN are set clear learning targets based on their specific needs and these are reached regularly and then reviewed and new targets set. The achievement of these pupils is satisfactory overall. It is good when these pupils are helped by teaching assistants. The achievement of most pupils with EAL is satisfactory overall. By the end of Years 2 and 6, girls achieve higher levels than boys in English, and similar levels in mathematics. By the end of Year 6, girls outperform boys in science. Overall, boys do not do as well as girls in writing and this lowers their performance in subjects, such as English and science, where pupils are regularly required to record their work by writing it down. The school is aware of this but does not do enough to help boys in their writing.

- Since the last inspection, standards in Years 3 to 6 when measured against similar schools have improved in mathematics and are well above average. Standards in English have remained above average, but those in science have declined. A significant reason for this is because the school is following national guidance in the teaching of English and mathematics, but this is not the case in science.

Pupils' attitudes, values and other personal qualities

Pupils' personal development is good; they have positive attitudes to their work and behave well. Attendance and punctuality are good. Pupils' spiritual, moral, social and cultural development are good.

Main strengths and weaknesses

- pupils' attendance is above average and most arrive at school punctually
- pupils have positive attitudes to their work and this helps them to learn
- pupils are well behaved and relationships are good
- pupils' spiritual, moral, social and cultural development are good and prepare them well for their place in society

Commentary

- Pupils have positive attitudes towards school. Their eagerness to learn is promoted well by a wide variety of extra-curricular activities offered to pupils of all ages. Over half of the pupils in Year 3 to 6 take part in out-of-school clubs, and many represent the school in sports such as cross-country running, netball and football. Behaviour is good and this allows lessons to proceed without interruptions and helps pupils' learn. Pupils work in an atmosphere free from oppressive behaviour and bullying.
- Some pupils are enterprising and act on their own initiative to support good causes by taking responsibility for running charity stalls at the Christmas Fayre. They also contribute to the smooth running of the school by acting as monitors. Relationships are good.
- The spiritual, moral, social and cultural development of pupils are good. This was similar to the findings at the last inspection. The school successfully promotes pupils' self-esteem, their awareness of others' feelings and beliefs. Rules are clear and pupils understand that they are needed for the smooth running of the school. Evidence from displays of work on the walls and from lessons in religious education show that pupils are provided with good cultural activities and opportunities. For example, pupils in Year 3 learn about Hindu beliefs and practices by listening to Hindus talking about themselves, and they learn about the techniques of painting of famous artists such as Turner and Klee.

Attendance

Attendance is good and has shown a slight improvement since the previous inspection. Attendance figures reflect pupils' liking for school, the school's promotion of good attendance, and good parental support in sending their children to school. Pupils arrive at school punctually.

Attendance in the latest complete reporting year 95.2%

Authorised absence		Unauthorised absence	
School data:	4.6	School data :	0.2
National data:	5.4	National data:	0.4

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

There were no exclusions at the school during the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are sound with good features. The curriculum provided by the school is satisfactory. The school provides pupils with satisfactory levels of care. Links with parents are very good and with the community and other schools are good.

Teaching and learning

Teaching and learning are satisfactory overall. Nearly half of the lessons observed during the inspection were judged at least good. Teaching is consistently good in Year 6. The quality of assessment and the uses made of it are unsatisfactory.

Main strengths and weaknesses

- teachers insist on high standards of behaviour, and pupils, in their turn, behave well
- teachers encourage pupils well in their work and this helps them to maintain their concentration
- pupils work well individually and in groups
- lesson planning in subjects other than literacy and numeracy does not consistently indicate high enough expectations for higher and lower attaining pupils
- in spite of much good work in assessment in literacy and numeracy, assessment and the uses made of assessment are unsatisfactory

Commentary

11. Teaching and learning are satisfactory overall. However, nearly half of the lessons seen during the inspection were judged either good or very good. The weaknesses in the teaching prevented an overall judgement that teaching is good. The table illustrates the proportions of teaching at each level. Teaching is broadly similar to that recorded at the last inspection.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0 %)	11 (19%)	14 (24 %)	30 (52%)	3 (5%)	0 (0 %)	0 (0 %)

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

12. Most teachers are successful in their insistence on high standards of behaviour during lessons and around school. Pupils respond positively to this and behave well. Most carry out their work quietly without fuss. This strength of the teaching contributes to the efficient use of teaching time because learning is not interrupted by teachers having to correct pupils' behaviour. Pupils work well individually and in small groups. However, this is not the case in all classes. Sometimes, teachers do not manage pupils' behaviour well enough. As a result, lessons are disturbed by constant immature behaviour and pupils do not learn as effectively as they should.
13. Overall, pupils are encouraged well in their work and are provided with clear teaching that helps them learn effectively. The level of encouragement gives pupils confidence to try out different ways of working; teachers prompt pupils to think harder about how to work things out by asking them questions when they are carrying out activities. Teaching assistants, especially in Years 1 and 2, help teachers in encouraging pupils, although there are times when they are not used as effectively as they should be.

14. A factor in the teaching of mathematics being better than that of English in Years 5 and 6 is that an extra teacher is deployed in this subject in these year groups to make teaching groups smaller. These groups are also organised by pupils' abilities. This does not happen in the teaching English where the teaching is not as good and standards are declining.
15. The teaching of pupils in Year 6 is consistently good across a range of subjects and these pupils achieve well as a result. The teaching in individual classes in other year groups is also consistently good, and pupils in these classes also achieve well. In particular, the teaching of writing in Years 1 and 2 is good, as is mathematics in Years 5 and 6. By being asked well-thought out questions, pupils in these classes are encouraged to think carefully and learn well. They are attentive to their teachers and listen carefully to the interesting lessons that have been prepared for them. They use their prior knowledge well to help them solve problems that are asked of them. Overall, the school follows national guidance well in the teaching of literacy and numeracy and this helps to raise standards in these subjects.
16. In spite of this positive picture, two main weaknesses in the teaching were evident which led to the overall judgement being satisfactory rather than good. Firstly, in subjects other than literacy and numeracy, some teachers do not plan work well enough at pupils' levels of ability. They do not take enough account of what pupils already know. In the case of higher attaining pupils, some tasks are too easy and these pupils finish their work early without being set further tasks at a more difficult level. They do not make the progress they should. This was also an issue at the last inspection. In addition, some lower attaining pupils, including those with special educational needs, do not receive the help they need, especially in Years 3 to 5, in order to achieve as much as they should. This is because teaching assistants are not allocated enough to them. Often, teachers' planning for lessons is too brief and does not identify how pupils at different levels of ability are to learn.
17. The second weakness is in assessment. The procedures used by the school to administer end-of-year tests and set annual targets for pupils in literacy and numeracy are good. However, the procedures adopted for ensuring pupils reach these targets are unsatisfactory. Shorter-term targets leading up to these annual targets are not set; teachers rely too heavily on the targets set in their lesson plans to help pupils reach these long-term targets. This means that teachers are unable to check accurately enough how well pupils are achieving in relation to their annual targets. In addition, the school has not worked out how to measure and record pupils' progress in most subjects other than literacy and numeracy. A further weakness is in the marking of pupils' work. The school has introduced useful procedures for marking pupils' work. However, across the school as a whole, teachers do not indicate regularly enough what is good about the work and what pupils need to do to improve. Aspects of assessment remain issues from the last inspection.

The curriculum

The school provides a satisfactory curriculum for its pupils. The wide range of extra-curricular activities offers pupils good opportunities to practise skills learnt in class. The accommodation and resources are satisfactory. Teaching and support staff work very hard and provide a sound curriculum for pupils.

Main strengths and weaknesses

- the school provides a wide range of extra-curricular activities
- the school teaches numeracy well, following national guidance
- national guidance for teaching most subjects is being followed well
- provision for pupils with special educational needs is satisfactory overall, but has strengths and weaknesses

Commentary

18. The school provides a wide range of extra-curricular activities for its pupils. These include cross-country, swimming, athletics, netball and football as well as drama and choir. These help pupils to practise and consolidate what they have been taught in class. Pupils take part in a range of competitive events against other schools, for instance in swimming and athletics. The school arranges a good programme of visits to places of interest, a residential activity week for pupils in Year 6 and visits to school by artists and musicians. Each of these provides good opportunities for pupils to make links between their learning in school and life outside.
19. The curriculum meets statutory requirements. The National Numeracy Strategy has been introduced effectively and is one of the reasons why pupils in Years 3 to 6 achieve well and standards are high by the end of Year 6. The school teaches the National Literacy Strategy satisfactorily.
20. The school follows national guidance well for the teaching of most subjects. All subjects of the National Curriculum and religious education are taught satisfactorily. Sound provision is made for pupils' personal, social and health education, for sex and relationships education and drugs education. Pupils in reception are taught appropriately following national guidance for pupils of this age. This has helped teachers plan lessons in a logical order where different skills are taught to build upon ones that have been learnt previously. This helps pupils learn effectively as they build upon their previous learning year by year.
21. The school ensures that all pupils, regardless of gender or ethnicity, have equal access to the curriculum. However, provision for higher attaining pupils is not clearly identified in planning for most subjects and this prevents them from achieving the levels expected from them in these subjects.
22. The accommodation, staffing and resources used to teach the curriculum are satisfactory overall. However, some of the older classroom are too small for some practical activities.
23. Provision for pupils with SEN is satisfactory overall. Good quality individual programmes of work are planned for these pupils. Parents are included in this process well. They provide written comments for the school giving their views about the progress being made by their children. Teaching assistants ensure that pupils with SEN achieve what they are capable of in lessons. However, in lessons where they are not present to help, pupils with SEN do not always make the progress they should.

Care, guidance and support

The school makes satisfactory provision for pupils' care, welfare, health and safety. Child protection procedures are good. The school provides pupils with sound support and guidance. Pupils' involvement in the school's work is satisfactory.

Main strengths and weaknesses

- the school has developed good procedures for child protection
- relationships between adults and pupils are good and this helps to provide pupils with good personal support and guidance. However, pupils do not receive enough guidance about how well they are doing with their work and what they need to do to improve
- the school seeks, values and acts on pupils' views through 'soap box' assemblies and a suggestion box

Commentary

24. Child protection procedures are effective and follow locally agreed procedures. Staff are aware of their responsibilities in this area. Regular risk assessments of potential dangers in the school building and its equipment are carried out well and this helps to maintain the high levels of safety in school. These represent a considerable improvement over the findings of the previous inspection.
25. The school provides good advice and guidance to pupils on a personal level. The good relationships that exist between staff and pupils enable this to be a strength in the school. Good advice and guidance is provided for pupils with SEN on both personal and academic levels and good programmes of work are set for them. Advice and guidance provided for pupils with English as an additional language are satisfactory. However, most pupils do not know how well they are doing in a range of subjects or what they need to do to improve because they do not receive enough advice and guidance about their work. Not enough progress has been made in this area since the last inspection.
26. The school has effective methods for canvassing pupils' opinions through questionnaires, a suggestion box, and 'soap box' assemblies. It provides more formal discussions with pupils during lessons on personal, health and social education.

Partnership with parents, other schools and the community

The school's links with parents are very good. Links with the community are good. Links with other schools and colleges are good.

Main strengths and weaknesses

- links with parents are very good and they hold very positive views about the school
- pupils hold positive views about the school
- provision for pupils is increased because of the school's links with the community and other schools and colleges

Commentary

27. Parents hold very positive views about the school as expressed in their responses to the pre-inspection questionnaire. Regular newsletters and other communications keep parents fully informed about what is happening in school. Staff deal with any problems brought to their attention by parents promptly and effectively. There are good examples of regular consultations with parents by the school. For example, a parents' questionnaire is included with the governors' annual report and this provides useful information for governors about parents' views on aspects of the school. Parents of pupils with SEN are involved well in the progress being made by their children. Parents have contributed well to the recent review of the behaviour policy. The school has arranged useful curriculum workshops for parents that have been well attended. The parents' association is very active and has arranged much appreciated social and fundraising events on behalf of the school. It has contributed well to major playground improvements over the past two years.
28. A few parents thought that the school does not provide them with enough information about their children's progress. Inspectors did not agree with this criticism of the school; information provided by the school for parents about their children's education is good. The school provides good information about the school for parents. Annual reports for parents about the progress their children are making provide useful statements about how their children can improve and their attainment is helpfully compared to nationally expected levels in English and mathematics.

29. Pupils' views about the school are also positive; pupils in Years 5 and 6 complete a questionnaire on aspects of the school that has been devised by the school. An analysis of their responses to this indicates that pupils consider that the school is improving.
30. Links with the community are good. Pupils support local charities; they distribute gifts to elderly residents at harvest time and entertain them at Christmas time. This helps pupils to appreciate the contribution they make to the community and improves their personal development. Pupils benefit from a wide range of visitors to school, including sports coaches from Crystal Palace Football Club and Surrey Cricket Club. The school premises are used regularly by Brownies, Guides and Rainbows, Scallywags, and for local councillors' surgeries. Good links have been established with local schools and colleges. For example, Year 6 pupils sometimes use the science laboratories at Wallington Girls' High School for their lessons. There are good links with other local secondary schools that ensure the smooth transfer of pupils to the next stage of their education.

LEADERSHIP AND MANAGEMENT

The governance of the school is good. The leadership and management of the headteacher and key staff are satisfactory.

Main strengths and weaknesses

- the governing body provides good support for the school and asks searching questions of the headteacher and staff in order to help improve provision for pupils. However, they have not taken enough action in checking the decline in standards of English during the past four years
- the headteacher and staff have established good systems that identify how provision for pupils can be improved. However, these do not focus enough on raising standards of attainment and pupils' achievement
- the school has corrected most of the issues identified at the last inspection. However, in spite of considerable effort, there are aspects of assessment that still need to be improved
- the school's financial management is good

Commentary

31. Governors are very involved in school life. They fulfil their statutory duties, including provision for race equality, well. They make good contributions to long-term planning through the school development plan. They ask probing questions of the school on a range of issues. However, their questioning about standards has not led to an improvement in English. Governors provide funds to release subject co-ordinators in turn so that they can review provision and standards in each subject. They take action on what they learn from these subject reviews. This was exemplified by the extra resources put into mathematics as a result of reviews of these subjects. However, most actions taken as a result of these reviews focus on provision and not enough on how to improve pupils' achievements in subjects. For example, assessment was an important issue identified at the previous inspection. Improvements have been made for English and mathematics in particular, and to some extent for science. For example, pupils are assessed against National Curriculum levels in these subjects. However, in spite of subject reviews, the school has not devised a system for knowing how well pupils are achieving in the other subjects and so the benchmarks for raising standards in these subjects have not been identified. Consequently, the school does not know by how much standards ought to be raised in a number of subjects.
32. The school regularly monitors its teaching and identifies how it might be improved. Discussions with teachers take place after their teaching has been monitored. These are very supportive of the work teachers are doing and the efforts they are putting into their work. Further monitoring of teaching follows up the weaknesses identified from previous monitoring. However, in spite of this, some teaching remains unsatisfactory. The school's monitoring of teaching has not been effective enough in correcting all the unsatisfactory teaching.

33. The headteacher and staff have clear roles and fully understand their respective responsibilities. This represents improvement since the last inspection. The headteacher, deputy and in-service training co-ordinator make good arrangements for helping to improve the expertise of all teaching and non-teaching staff. The leadership and management of pupils with SEN are good.
34. The school has good systems for financial management. This enables the headteacher and staff to concentrate on their teaching without concerns about the budget not being managed properly. The budget is sensibly allocated to the school's priorities. However, the benefits of allocating funding for subject reviews have not been evaluated rigorously enough nor has the effects of not providing enough teaching assistants in Years 3 to 6 to help pupils with SEN. The governors work very well with the headteacher and office staff to ensure the school's funds are used well. The principles of best value are applied well. Overall, the school provides satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,074,977	Balance from previous year	40,741
Total expenditure	1,051,137	Balance carried forward to the next	23,840
Expenditure per pupil	2,484		

35. The school has a good capacity to improve standards and provision for pupils. The headteacher and staff are fully committed to these issues and are taking some useful steps to ensure these happen. Staff work well as team under the clear direction provided by the headteacher and deputy headteacher. The governors, too, are committed to school improvement and provide good support for the school. There are examples of good teaching in the school and these can be used to help raise the teaching to the quality of the best. No barriers to raising standards or improving the school's provision for its pupils were identified at the inspection.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall, provision is **satisfactory** and helps children achieve at **satisfactory levels**. Leadership and management in the Foundation Stage are satisfactory. Improvement since the last inspection has been **satisfactory**.

The children's level of attainment when they start the nursery is about the same as children of similar ages, although this year it is **above average** in personal, social and emotional development and communication, language and literacy. By the time children leave the Foundation Stage, they have achieved satisfactorily in all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- children are well behaved
- relationships between staff and children are good
- children are developing confidence well

Commentary

36. Overall, the quality of teaching and learning in this area is sound. Children have a good understanding of classroom routines and they feel confident and secure in school. They are well behaved because staff expect this of them. Staff get on well with children and with each other. Overall, attainment is above average for their age. They are making sound progress and most children are likely to exceed the nationally expected goals for children of this age. Nursery children are developing good levels of confidence and are happy to speak in front of others, explaining about the models they are making, for example.
37. Staff provide good role models for children by treating them with respect. This helps to make children confident and happy. Children in the nursery are beginning to show high levels of independence; they are learning to put their coats on when going outside, for example. Provision in this area is similar to that noted at the last inspection.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- children are learning the sounds letters make well
- children are interested in books and are learning to read well
- children are learning to form letters correctly
- children's communication is being developed well

Commentary

38. Children are encouraged to take books home to share with their parents from the time they enter the nursery. They enjoy listening to stories and looking at books. They know that print carries meaning. Teachers encourage children to read and as a result, most are achieving

well with their reading skills. They learn to write well under adult supervision or write simple words independently. They are beginning to form letters correctly.

39. On entering the nursery, children's language skills are generally what is expected for their age. Staff think of activities that encourage children to communicate and use language when they are thinking. In the reception classes, time is used well to extend children's ideas. Foundation Stage children are generally confident in talking and readily chat to visitors. Overall, the quality of teaching and learning in this area is satisfactory. Most children are achieving satisfactorily and are likely to reach the early learning goals in this area of learning by the time they enter Year 1. This is similar to the last inspection.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- children are learning songs to help them with numbers
- higher attaining children are not always set hard enough work

Commentary

40. The quality of teaching and learning is satisfactory. Children are helped well by adults when counting and using numbers. In one reception class, for example, children were helped to count those present. In this way, they could see that counting is important for some aspects of everyday life.
41. By the end of reception, most children achieve satisfactorily and reach the standards set nationally for children of this age. Some write and understand numbers accurately. They learn number songs that help them understand numbers within an enjoyable context. Most children are learning mathematical vocabulary well. Suitable methods of teaching mathematics are provided and children's interest is stimulated by involving them in practical activities, such as shopping at the post office. However, at times, higher attaining children are set work that is often too easy for them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Children are provided with a good range of activities.

Commentary

42. The quality of teaching in reception and nursery is satisfactory. Adults often question children well to encourage them to think about what is happening around them. For example, they discuss the weather on a daily basis. Through a range of materials, children learn to explore and investigate the properties and materials around them successfully. As a result, their achievement in this area is sound. Children have a good range of construction toys which are used effectively to help them learn. Nursery children use a wide range of materials to join, shape and assemble models. The computer is regularly available in the Foundation Stage and some children are competent in manipulating the mouse. Most children are likely to reach the levels expected in this area of learning by the time they leave reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- the outside accommodation is used well
- children use small equipment effectively

Commentary

43. By the end of reception, children's achievement in physical development is satisfactory and they reach the standards set for children of this age. Most develop skills through a wide range of activities. They play ring games, like 'Here We Go Round The Mulberry Bush', showing an awareness of space and others around them. Nursery children enjoy using the outside apparatus to climb through. They are confident on the equipment. They have opportunities to use a variety of equipment regularly, such as balls and tricycles, and this enables them to develop their physical co-ordination well. Outside play equipment is used well to promote children's physical development.
44. Children learn to manipulate small equipment effectively. They enjoy a variety of activities that give them good opportunities to practise these skills, like using pencils, paint brushes and making hedgehogs from straws. Consequently, they are increasing control of their movements. Overall, the quality of teaching in this area is sound.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- children experience a range of activities to experiment with colour
- role-play is used well to extend children's imaginations

Commentary

45. Overall, the teaching and learning in this area are satisfactory. Children's development is promoted well through a wide range of activities. Children in the nursery enjoy painting and creating their own pictures. Throughout the Foundation Stage, children have many opportunities to try out different materials, textures and colours. Fireworks' night provided a good opportunity for children to express their ideas through colour and by using different materials. Children enjoy a wide range of activities allowing them to develop their imagination through role-play and toys. The standards attained and achievement are satisfactory.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- overall, inspection evidence indicates that standards in Year 6 have declined since 2000 and are now average. Nonetheless, in spite of this, pupils' achievement in Year 6 in 2003 was above average
- throughout the school, pupils' achievement in speaking and listening is good

- compared with other schools, pupils attain above average standards and achieve well in speaking and listening and writing in Years 1 and 2. In Years 3 to 6, pupils' achievement in writing is not as high as it should be
- teaching and learning are good in Years 1 and 2
- not enough use is made of assessment to help pupils improve
- the school's monitoring and evaluation of the subject are extensive. Some weaknesses have been identified and acted upon but as yet standards have not risen enough

Commentary

46. Inspection evidence indicates that by the end of Year 6, standards in English are average. Most pupils achieve well in Years 3 to 6. However, some higher attaining pupils do not achieve as much as they should in literacy, especially in Years 3 to 6. Standards in English are not as high as they were. When compared with all schools, they have declined significantly since 2000. In Year 6, attainment at the higher level is well below the national average. This is why standards have declined when compared with other schools. By the end of Year 2, pupils attain above average standards. They achieve well in Years 1 and 2. By the end of Year 2, attainment at the higher level in reading and writing is average when compared with all schools. However, it is below average in writing and well below in reading when compared with similar schools. Compared with other schools, standards in reading and writing have improved faster during the past four years. Throughout the school, boys do not achieve as well as girls in writing. Overall, pupils with SEN or for whom English is an additional language achieve satisfactorily. This is because these pupils receive satisfactory help, mainly from teaching assistants, to assist them in their work.
47. Throughout the school, pupils achieve well in speaking and listening. Teachers read stories to pupils with interest and expression. This encourages pupils to talk about them eagerly. Teaching assistants significant help pupils with SEN and English as an additional language to increase their vocabulary as they discuss their work with them. To help pupils improve the range of words they use, teachers sometimes illustrate their teaching by introducing and discussing interesting resources such as objects, models and photographs during lessons. This occurred in a Year 3 history lesson when life in Roman times was being studied. This led to enthusiastic discussions as pupils talked about them together before beginning their writing.
48. Teachers work well with parents in promoting reading standards. They exchange useful comments about the strengths and areas to develop in a book allocated to this home-school contact. This, together with good methods of teaching reading, helps pupils achieve well in improving their skills in reading. Pupils enjoy reading and appreciate the ways in which books have been written. This is especially the case with older pupils. However, teachers do not give pupils many opportunities to develop their research skills, and this lowers their overall achievement in reading in Years 3 to 6.
49. Teachers expect pupils to think carefully and plan their work before they write. They encourage pupils to present their work neatly. In some classes, for example in Years 1 and 2, teachers are successful in this and pupils write well and to a good standard for their ages. However, in some classes in Years 3 to 6, this is not the case. Pupils do not write as thoughtfully or as carefully as they should do. For example, some commonly used words, such as "were" and "their", are misspelt and their writing is untidy in a number of subjects. In these cases, teachers' marking does not show pupils how to improve their work. Consequently, pupils do not achieve as well as they could and standards are lower than they should be.
50. Overall, teaching and learning are satisfactory. Teachers organise literacy lessons well. They expect all pupils to contribute to whole class discussions. In Years 1 and 2, in particular, the teaching and learning of reading and writing are consistently good. In these classes, teachers plan their lessons well and have a clear focus for what pupils are about to learn. They ask questions skilfully and these help pupils to think about their work carefully. However, in some

classes, pupils sit too long at the beginning of lessons. This means they have too little time to practise what they are being taught. In these lessons, pupils write too little and they do not achieve well. The school analyses pupils' performance using end-of-year national tests and sets broad targets for improvement for the following year. However, these targets are not detailed enough and do not provide teachers with enough guidance to ensure pupils meet them. In their turn, pupils do not know how well they are doing in meeting them during the year.

51. The co-ordinator provides satisfactory leadership and management for English. However, the school's procedures for assessing pupils' progress, whilst detailed, have not succeeded in focusing on what is causing the overall decline in standards in Years 3 to 6. The school's extensive monitoring and evaluation of the strengths and weaknesses of the subject are satisfactory. They have identified boys' writing as a weakness. Actions have recently been taken to correct this weakness, but, as yet, it is too early to identify whether standards are improving. Overall, provision in English is broadly similar to the last inspection.

Language and literacy across the curriculum

52. Pupils develop their skills in speaking and listening well through other subjects. They listen intently to what they are being taught and answer questions with increasing maturity for their age. However, overall, there are too few opportunities for pupils to consolidate and improve their reading and writing in other subjects. For example, pupils are not encouraged enough to use their initiative and research topics for themselves as part of their lessons in history, geography or RE. Their punctuation is not as good in other subjects as it is in English lessons.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- pupils in Year 5 and 6 achieve well because they are taught well
- the school is successful in promoting improvements in mathematics, especially in Years 5 and 6
- throughout the school, some higher achieving pupils do not achieve as much as they are capable of because the work set for them is too easy
- teachers have good levels of subject knowledge but some do not provide enough guidance when marking pupils' work to help them improve

Commentary

53. In the 2003 National Curriculum tests for pupils in Year 6, standards were well above average when compared with other schools. Overall, pupils in Years 5 and 6 achieve well. The introduction of grouping pupils by ability across Years 5 and 6 and the employment of an extra teacher for mathematics have contributed significantly to rising levels of achievement for pupils in these years. Nonetheless, in spite of this, some higher attaining pupils do not achieve as much as they could in these year groups. By the end of Year 2 in 2003, standards in the national tests were average when compared with all schools but below average when compared with similar schools overall. Pupils' achievement in Years 1 and 2 is satisfactory. Over the past three years, boys have reached higher levels of attainment than girls. Over the past five years, improvements in mathematics have been similar to those recorded in other schools.

54. Overall, the quality of teaching is satisfactory. From pupils' work and lesson observation, the teaching in Year 6 is consistently good. Teachers teach enthusiastically and have good subject knowledge. This helps pupils develop positive attitudes to the subject and these are sustained because teachers are able to help them effectively when they have difficulties. Throughout the school, teachers set tasks for pupils depending on their abilities. However, samples of pupils' work indicate that, on too many occasions, tasks are set at the same level for all pupils irrespective of their abilities and higher and lower attaining pupils do not learn as much as they could on these occasions. Some of the work is too easy, especially for higher attaining pupils. All work is marked, but pupils are not helped enough to know how well they are doing and what they need to do next to improve.
55. The achievement of pupils with SEN and English as an additional language is satisfactory. Overall, teaching assistants help them to improve well as they explain their tasks carefully for them. However, sometimes teachers do not use teaching assistants well enough, especially when they are teaching the whole class together. On these occasions, pupils with SEN are not helped as much as they could be. For instance, when pupils with SEN do not fully understand lessons, they are not provided with the extra assistance available to help them do so.
56. The school identifies pupils' strengths and weaknesses in mathematics systematically and sets pupils annual targets for improvement. However, these are too broad and do not help teachers and pupils to know how well they are achieving towards these targets during the year; the school does not set shorter-term targets against which progress towards annual targets can be measured. Overall, provision in mathematics is similar to that noted at the last inspection.

Mathematics across the curriculum

57. Mathematics is used effectively in other subjects. For example, graphs are used to record and interpret scientific and geographical data. In history, mathematics is used effectively to place key dates in chronological order.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- standards improved during this year but have declined since the previous inspection
- in Years 3 to 6, some teaching is very good, but some is unsatisfactory
- pupils are provided with good opportunities to carry out their own investigations
- assessment is unsatisfactory and teachers do not plan well enough for higher and lower attaining pupils
- the school's programme of work is unsatisfactory because certain topics are repeated in different year groups
- a detailed subject review has been carried out recently but this does not focus enough on raising standards

Commentary

58. The 2003 National Curriculum test results for pupils in Year 6 show that standards have improved when compared with similar schools. However, they remain much lower than they were between 1999 to 2001 when they were well above average. When compared with all schools, they are now average. The achievement of most pupils since they entered school is satisfactory. This includes pupils with SEN and those for whom English is an additional language. However, in some lessons, higher and lower attaining pupils do not achieve as much as they could. The reason that standards are not higher than they are is that the school

does not assess pupils' attainment in science accurately enough and does not set pupils targets for improvement.

59. The teaching of science is satisfactory overall. During the inspection, some teaching in Years 3 to 6 was very good, but some was unsatisfactory. The teaching in Year 6 is consistently good. A significant characteristic of the very good teaching is that teachers assess pupils' progress from the previous lesson and use that information to teach pupils the next steps in the topic being taught. All pupils are given good opportunities to think like scientists and carry out their own investigations with all the equipment and materials to hand. They try out different ways to make their investigations successful. Teachers ask pupils probing questions that encourage them to think what might happen before they try out new ways of working. In the best lessons, teachers continually refer to the purposes of the lesson to ensure pupils are learning what has been prepared for them. However, teaching is not always as good as this. Features of unsatisfactory teaching include poor preparation of materials and equipment for investigations, ineffective control of pupils' behaviour and the incorrect teaching of how to carry out a fair test. A more general weakness in the teaching is that teachers' plans do not indicate what is expected of higher and lower attaining pupils. As a consequence, tasks are not set at the correct levels for them, and these pupils do not always make as much progress as they could.
60. At the last inspection, weaknesses were noted in assessment and in the programme of work provided for pupils; teachers did not know how well pupils were doing in science and some topics were repeated in different year groups. These weaknesses have been corrected in part but more remains to be achieved. This makes the leadership and management of science since that time unsatisfactory. The newly appointed co-ordinator has carried out a detailed review of the subject during the summer term and identified these same two weaknesses in the subject. Steps are now being taken to correct these but the pace of these improvements is too slow and there is not a sharp enough emphasis on raising standards. Provision has improved recently since the appointment of the new co-ordinator. Nonetheless, in spite of this, improvement since the last inspection is unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY [ICT]

Provision in ICT is **satisfactory** overall.

Main strengths and weaknesses

- resources for the subject are good
- computers are used well to help pupils learn in other subjects
- the assessment of pupils' progress is unsatisfactory

Commentary

61. Standards in ICT are at nationally expected levels in Years 2 and 6. The achievement of most pupils, including those with SEN and those with English as an additional language, is satisfactory. Teaching and learning are satisfactory. Teachers have completed the national training for ICT and are confident to teach the subject; they teach computer skills effectively. This helps pupils learn and achieve satisfactorily. However, higher attaining pupils sometimes carry out tasks that are too easy for them. Too often they work at the same pace as the rest of the class and this slows down the progress they could be making.
62. The computer suite is well organised and well equipped. In addition to the suite, laptop computers have increased the use of computers in other subjects and this helps pupils learn more easily, especially using the Internet. Pupils enjoy computer lessons and they collaborate well with each other during their work.
63. The co-ordinator provides satisfactory leadership in the subject. As yet there has been no formal review of the subject and little monitoring of teaching and learning has taken place

throughout the school. The school has not developed a systematic method of assessing and recording pupils' attainment in ICT and therefore does not know how well pupils are achieving in the subject. Overall, provision in ICT has improved since the previous inspection.

Information and communication technology across the curriculum.

64. ICT is used well to help pupils learn in other subjects. For example, in history, pupils in Year 6 have produced interesting reports about Croydon during the war using photographs from a website. In science, the Internet is used on laptop computers to find out the effects of alcohol and tobacco on people. Pupils use art programs well to help them experiment with colour.

HUMANITIES

Geography and history

Lack of evidence means that no judgements can be made about the overall provision in these subjects. Nevertheless, some evidence was gained through three lessons being observed in history and one in geography. In addition, samples of pupils' work in both subjects were inspected and discussions were held with a few pupils as well as the subject co-ordinators.

In geography, pupils show an above average knowledge and understanding about their local environment. Older pupils have a good understanding of how man has affected the environment. In history, pupils show a keen interest in learning about the past, especially when they are introduced to a variety of types of evidence from books and pictures. Older pupils are knowledgeable about some aspects of wars. During a lesson on this subject, some pupils gave clear explanations of why wars happen and how they change people's lives. The leadership and management of both subjects are satisfactory.

Religious education [RE]

Provision in RE is **satisfactory**. This is similar to that reported at the last inspection.

Main strengths and weaknesses

- there are some good examples of pupils learning from religion
- teachers teach the subject enthusiastically even though some do not have enough expertise of aspects of the major world religions
- pupils are willing to learn
- not enough emphasis is given to pupils consolidating their learning by writing it down, and teachers do not plan well enough for higher and lower attaining pupils
- the assessment of pupils' learning is unsatisfactory

Commentary

65. Standards in Years 2 and 6 are at the levels expected in the local education authority's agreed syllabus. Throughout the school, pupils' achievement in RE is satisfactory overall, but in some lessons, higher and lower attaining pupils, including those with SEN, do not achieve as much as they should. Pupils are taught satisfactorily about the practices and beliefs from a number of the world's major religions, including Christianity, Judaism, Hinduism and Islam. In some classes, pupils are also taught effectively the lessons to be learned from religions. However, this aspect is not taught as often as it should be in all classes.
66. Teaching and learning in RE are satisfactory. Teachers teach the subject enthusiastically even though some do not have enough expertise in aspects of major world religions. In their turn, nearly all pupils are keen to learn about the beliefs and practices in religions. They respond eagerly with maturity to questions asked and this helps them learn effectively.
67. Nonetheless, in spite of this, two weaknesses in the teaching were noted. First, throughout the school, pupils are not given enough opportunities to consolidate their learning by writing it

down. This slows down pupils' learning because their understanding of religions is not as secure as it should be even though their achievement overall is satisfactory. Second, teachers do not know how well pupils are achieving in the subject because they do not assess their learning systematically enough.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology and music

Lack of evidence means that no judgements about standards, teaching and overall provision can be made in these subjects. Two lessons were observed in art and design and three in design and technology and three in music. Pupils' work was inspected and discussions were held with subject co-ordinators and pupils.

In art and design, by the end of Year 2, pupils are developing useful skills through using a range of materials such as paint, card and natural materials. Pupils paint in the style of famous artists by copying some of the techniques they used. They do this by looking at pictures of famous artists such as Picasso, Matisse and Munch, and then draw and interpret what they were trying to achieve in their famous paintings. Some drawings produced by pupils in Year 6 are of a good standard; these pupils are learning to develop their artistic techniques and skills well. Good links are often made between art and other subjects. For example, pupils have produced pictures of Shakespeare and kings and queens of the past as part of their work in history. They use computers well to experiment with colour and produce repeating patterns in mathematics. Pupils are starting to use sketchbooks well to practise techniques they are learning. However, there is no systematic assessment of pupils' achievement of art and design. This means that teachers do not know how well pupils are achieving.

Design and technology is planned well, following national guidance. By the end of Year 6, pupils have learnt useful skills, such as how to join materials together in different ways with joins that are straight or angled. Pupils plan their designs well, make them to a satisfactory standard and evaluate them afterwards when reflecting on how they could have made them better. They use their own initiative well and this enables them to experiment with designs so that the products will do what they are meant to do. Teachers discuss designs with pupils and this helps them to consider other ways of achieving what they are setting out to do. For example, in Year 6, pupils had been to look at various shelters in the locality before attempting to create their own designs and models. In Year 2, pupils had spent time creating patterns and learning to join fabric together before designing and making their own coats. Throughout these activities, teachers discussed with pupils in detail some of the techniques they would need to use in the models they were making. However, teachers do not assess or record pupils' progress in design and technology.

In music, pupils sing well and understand some musical terms. Some teachers have good expertise in music. Lessons seen were well planned and included interesting activities for pupils. For example, older pupils enjoyed identifying the strong beat that could accompany a poem. In another lesson, pupils enjoyed identifying the different purposes for which the human voice could be used. Pupils enjoyed these lessons and achieved well in them. However, teachers do not assess and record pupils' attainment in music.

Physical education [PE]

Provision in PE is **satisfactory**.

Main strengths and weaknesses

- the school provides pupils with good opportunities to swim
- a wide range of extra-curricular sports clubs is arranged outside the school day
- lesson planning does not build well enough on previously learnt skills

Commentary

68. Provision for swimming is good. The majority of pupils in Year 6 achieve the nationally expected standard using a variety of different strokes.

69. The school provides a good range of extra-curricular sports clubs in order to develop pupils' skills in PE. These include netball, football, cross-country running and dance. During the inspection, a group of Year 5 pupils took part in a cross-country race organised by the local education authority. Some pupils achieved well in this event. Sports clubs are open to all pupils and there is a good mix of boys and girls taking part in them. An annual residential visit to Dorset provides a good opportunity for pupils in Year 6 to develop their outdoor and adventurous learning.
70. Teaching and learning are satisfactory. Teachers have a good understanding of the subject and explain the need for warming up before and cooling down after exercise. Pupils respond well in lessons; they listen carefully to their teachers and carry out their instructions well. Overall, they make satisfactory progress in physical education.
71. The subject co-ordinator has carried out a recent review of provision for PE. This identifies some weaknesses in the teaching but does not include enough measures of success in correcting them. Planning for PE does not indicate well enough how pupils will make progress; lesson planning does not build upon previously learnt skills well enough. Teachers do not assess pupils' achievements in PE and therefore do not know how well they are doing in the subject. This is similar to the judgement recorded at the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

72. Lack of evidence means that no judgements about provision in personal, social and health education can be made. The school is working on improving its provision in this area. Until a whole-school programme has been developed, teachers have flexibility to teach aspects from a commercial publication of personal, social and health education. In the two lessons observed in this subject, close links were identified with religious education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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