

INSPECTION REPORT

HILLCROSS PRIMARY SCHOOL

Morden

LEA area: Merton

Unique reference number: 102655

Headteacher: Mr C Rockell

Lead inspector: Godfrey Bancroft

Dates of inspection: 8–10 September 2003

Inspection number: 256434

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:	258
School address:	Ashridge Way Morden
Postcode:	SM4 4EE
Telephone number:	020 8542 6936
Fax number:	020 8540 6743
Appropriate authority:	Governing body
Name of Chair of Governors:	Geoff Morrison
Date of previous inspection:	No previous inspection

CHARACTERISTICS OF THE SCHOOL

The school serves an urban community in the London Borough of Merton. The school was formerly a middle school. As part of reorganisation by the local education authority it became a primary school in September 2002. September 2003 is the first time the school has had pupils in each year group of the primary age range. Pupils come from a broad range of economic, social and ethnic backgrounds. Pupil mobility is higher than that found in most schools. Children's attainment on entry is close to that expected for their age. The percentage of pupils from homes in which English is spoken as an additional language is high. The percentage of pupils identified as having Special Educational Needs is below average, but has recently increased. The percentage of pupils with Statements of Special Educational Need is above average. A base for pupils with moderate learning difficulties has recently opened at the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	Godfrey Bancroft	Lead inspector	Information and Communication Technology Art and Design Design and Technology Foundation Stage
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that provides good value for money. Pupils achieve **well** and make **good** progress. This is because the teaching and learning are **good**. The management and leadership of the school are **good**.

The school's main strengths and weaknesses are:

- In Years 1 and 2 pupils achieve well and standards in English and Music exceed those expected.
- Children in the Nursery and Reception classes make very good progress.
- The provision for pupils with special educational needs is very good and these pupils achieve very well.
- Pupils have very good attitudes to their learning and behave very well.
- The school includes pupils from all backgrounds and ethnic minority groups very well in the provision it makes for their education and is racially harmonious.
- The roles of the co-ordinators in subjects other than English, mathematics and science need to be developed more fully. Some of these subjects do not have sufficiently detailed schemes of work or fully developed procedures for assessing pupils' attainment and progress.
- Not enough use is made of information and communication technology to enhance pupils' learning in many subjects.

This is the first time the school has been inspected as a primary school. Under reorganisation by the local education authority it became a primary school in September 2002, having previously been a middle school. This is the first time (September 2003) that the school has had pupils in each year of the primary age range. Many of these pupils are also new to the school. The change to becoming a primary school is being managed very effectively by the governing body and headteacher. Significant improvements are evident and these are already leading to rising standards.

STANDARDS ACHIEVED

Because this is a new primary there are no national test results to enable comparisons to be made with other schools. Inspection findings show that by the time children leave the Reception class they are likely to **exceed** the goals set for their learning. Pupils in Years 1 and 2 **achieve well** in most subjects, attaining standards that exceed those expected in English and music. Pupils in Years 3 to 6, many of whom are new to the school, also **achieve satisfactorily and are making good progress**. In all subjects in Years 3 to 6 standards are close to those expected for pupils at these ages.

Pupils' good achievement is supported very well by their **very good attitudes to their learning** and by their **very good behaviour**. The attendance rate at the school is **broadly in line with the national average**. Pupils' **spiritual, moral, social and cultural development is good**.

QUALITY OF EDUCATION

The quality is **good**. **Teaching is good**. In the Nursery and Reception classes teaching is **very good**, enabling children to achieve very well and make very good progress. In Years 3 to 6 teachers encourage and motivate pupils well. As a result, pupils are eager learners who work together well. In some of the subjects, other than English, mathematics and science, not enough is done to assess the attainment and progress that pupils make.

The school provides a **satisfactorily broad range of learning opportunities**, although some subjects do not have sufficiently detailed schemes of work. The curriculum is enhanced well by the teaching of French in Years 3 to 6 and by the provision of a **good range of activities outside lessons**. The provision for pupils with special educational needs is **very good**.

The school's links with parents are **very good** and those with the community are **good**. Communication with parents through reports about their children's progress and through weekly newsletters is good. The school provides **very effective care for the pupils**, including the provision of 'wrap around care' with partner providers.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are good. The leadership of the recently appointed headteacher is **very good**. In a relatively short time he has established a clear vision for the school. His work and that of the deputy headteacher and governors in managing the transition of the school from middle to primary are very good. The leadership of the curriculum, in subjects other than English, mathematics and science, is not developed fully and some subjects do not have sufficiently detailed schemes of work. The **governance of the school is good**. The financial management of the school and the management of resources to support pupils' learning are **very good**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. Pupils also have positive views of the school. The school listens carefully and responds well to any concerns that parents and pupils may express.

IMPROVEMENTS NEEDED

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

- Provide more opportunities, in a range of subjects, for pupils to use information and communication technology to enhance their learning.
- Fully develop the role of subject co-ordinators, including the need to ensure that sufficiently detailed schemes of work and procedures to assess pupils' attainment and progress are in place for all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the Nursery and Reception classes achieve very well. By the time they are ready to leave the Reception class they are attaining standards that exceed those expected by the Early Learning Goals for their age. Standards in Years 1 and 2 and in Years 3 to 6 are broadly in line with national averages and expectations. Pupils in Years 1 and 2 achieve well and those in Years 3 to 6 achieve satisfactorily, whilst making good progress.

Main strengths and weaknesses

- Standards and achievement in the Nursery and Reception classes exceed those expected for children at these ages.
- The highest standards are evident in reading, writing and music in Years 1 and 2.
- Pupils achieve well in English, mathematics, science, information and communication technology, art and design, design and technology and music.
- Pupils with special educational needs achieve very well. Those who speak English as an additional language achieve well.

Commentary

1. This is a new primary school and there are no national test results for the end of Years 2 and 6. The change from being a middle school to a primary school means that many pupils are new to the school. This includes a steadily rising number of pupils who have special educational needs and an increasing number who speak English as an additional language. These pupils are settling in very well and achieving well. Pupils with special educational needs are achieving very well because of the very good support they receive for their learning. The school also recognises and caters well for those pupils who are gifted and talented. These pupils also achieve well. Overall standards in English, mathematics and science are higher by the end of Year 2 than at the end of Year 6. This is because many of the pupils in Year 2 have been at the school since beginning in the Nursery and have benefited from the very good provision made for their learning in the Nursery and Reception classes. There will not be any test results for the end of Year 2 until the end of the 2003–2004 academic year in July of 2004. The most recent test results for the end of Year 6 (July 2003) cannot yet be compared with national standards but do show that in English, mathematics and science pupils have made good improvement in relation to their attainment.
2. Pupils apply the skills they acquire in literacy satisfactorily to their work in other subjects. Pupils also apply the skills they acquire in numeracy and in information and communication technology satisfactorily to learning in other subjects. However, they currently have far fewer opportunities to use information and communication technology in this way. This is because there are too few opportunities for them to use computers, other than when they are taught in the computer suite.

Pupils' attitudes, values and other personal qualities

Pupils' good achievement is supported very well by their very good attitudes to their learning and by their very good behaviour. The attendance rate at the school is broadly in line with the national average. Pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils' very good attitudes to their learning are based on their very good behaviour.
- The school promotes good relationships and racial harmony very well. This enables pupils to learn very well in an atmosphere free from bullying and racial or other forms of harassment.

Commentary

3. The very good teaching and learning in the Nursery and Reception classes enable children to make very good progress and achieve standards that exceed those expected for their age in their personal, social and emotional development. Children and pupils in all year groups show good interest in the life of the school and in the activities provided. They are willing learners, who listen to their teachers and other adults very well. Their ability to take responsibility is also good. Pupils' recognition of the responsibilities that living as part of the school's and the wider community brings is good.
4. Pupils behave very well. They establish very good relationships with each other and with the adults who help them to learn. Teachers have high expectations for how well pupils will achieve and behave. Pupils respond very well to these expectations. Teachers and teaching assistants also work very effectively to raise pupils' confidence and self-esteem by consistently recognising and praising the efforts that pupils make. This also helps pupils to become increasingly confident learners.
5. A large number of pupils come from a range of minority ethnic origins and the school works very effectively to promote and maintain racial harmony. This also means that pupils' awareness of their own and of others' cultural traditions is good. Pupils and their parents are confident that the school would deal very effectively with instances of any racial or other forms of harassment. Again, this helps pupils from all backgrounds to become confident learners. Pupils are also very good at showing respect for the feelings, values and beliefs of others and at distinguishing right from wrong. The teaching provided is very good at helping them to do this. Pupils' self-knowledge and spiritual awareness are developed satisfactorily. This is because, although they are managed well, opportunities for spiritual development are not planned to be a deliberate part of pupils' learning.

Attendance

6. Attendance is broadly in line with the national average and the actions taken by the school to promote good attendance are satisfactory. The school is concerned that some parents take their children away for holidays during term time and is doing its best to discourage this from happening.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	6.3
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.5

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	144	0	0
White – Irish	2	0	0
White – any other White background	22	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	8	0	0
Asian or Asian British – Pakistani	12	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	11	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	8	0	0
Black or Black British – any other Black background	2	0	0
Chinese	3	0	0
Any other ethnic group	15	0	0
No ethnic group recorded	18	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good.

Teaching and learning

The quality of teaching is good. As a result of this pupils learn well. In the Nursery and Reception classes teaching and learning are very good.

Main strengths and weaknesses

- Excellent teaching is evident in French in Year 6 and in mathematics in Year 3.
- Teachers engage and encourage pupils very well.
- Teachers make effective use of the available resources to support pupils' learning.
- Teachers' insistence on high standards of behaviour results in good learning.
- Teachers promote equality of opportunity very well.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	7	9	7	0	0	0

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

Commentary

- The quality of teaching is good. In the Nursery and Reception classes teaching is very good, enabling children to achieve very well and make very good progress. In Years 3 to 6 teachers encourage and motivate pupils well. As a result, pupils are eager learners who work together well.
- Teachers have a good command of the subjects they teach and the quality of day-to-day planning is satisfactory. The school makes very good use of the specialist knowledge that some teachers have, such as for the teaching of French, and this promotes high standards in the subject. Teachers link their day-to-day planning well to weekly, termly and annual plans. However, some subjects, such as physical education, do not yet have sufficiently detailed plans to enable teachers to be supported in their teaching as fully as they should be. Where this is the case, approaches to whole-school planning are not consistent. Overall, the good teaching enables pupils to acquire skills, knowledge and understanding well. However, teachers do not plan enough opportunities for pupils to apply the skills of information and communication technology to their learning in other subjects.
- Teachers expect that pupils will work hard and apply themselves well. Pupils respond well to these expectations and their capacity to work on their own and co-operatively in groups is good. The teaching of pupils with special educational needs is very good and these pupils are supported very well; consequently these pupils learn and achieve very well. An effective contribution to the learning of pupils with special educational needs is made by teaching assistants. Teaching assistants also support other groups of pupils well and are deployed effectively by the teachers they work with.
- Procedures to assess pupils' attainment and progress are good in English, mathematics and science. In these subjects pupils' progress is tracked accurately and teachers respond very effectively by modifying what they teach in light of their findings. However, in some other subjects not enough is done to assess the attainment and progress that pupils make. At times teachers do not use the final part of lessons as well as they should as a means of helping pupils to understand what they have learned and what they need to do to improve further. Procedures to assess children's attainment and progress in the Nursery and Reception classes are excellent. Children gain an excellent understanding of how well they are doing, especially when teachers sit alongside the children and they mark their work together. The assessment of pupils with special educational needs is thorough and detailed, meeting the needs of these pupils very well.

The curriculum

The school provides a satisfactorily broad range of learning opportunities and a good range of activities outside lessons. The accommodation and resources to support pupils' learning are good.

Main strengths and weaknesses

- The quality of the curriculum for children in the Nursery and Reception class is very good.
- The provision made for pupils with special educational needs is very good.
- Equality of access and opportunity for all pupils to the provision made by the school for their education is very good.
- Accommodation and resources are used well to support pupils' learning.
- Some subjects do not have sufficiently detailed schemes of work to support teachers fully and ensure that pupils' learning, year on year, is linked well enough.

Commentary

11. A satisfactorily broad range of subjects is taught in Years 3 to 6. The teaching of French to these year groups enhances pupils' knowledge of language very well. However, in some subjects, other than in English, mathematics and science, schemes of work are not sufficiently detailed to support teachers fully in what they intend to teach. This applies to subjects such as geography, history and physical education. Provision for pupils' personal, social and health education and citizenship is good. Legal requirements for the subjects of the curriculum and for religious education are met satisfactorily.
12. The provision for pupils with special educational needs is very good. A centre for pupils with moderate learning difficulties is attached to the school. This was opened in September 2003. At the time of the inspection it was already having a positive impact on the learning of the pupils it supports. This is because of the excellent planning of the special educational needs co-ordinator for the integration and inclusion of pupils who are part of the centre in the full range of activities provided by the school.
13. Support for pupils' learning outside the school day is good, as is pupils' participation in sporting and artistic activities. The match of teachers and support staff to the curriculum and the accommodation and resources to support pupils' learning are good. The transition from being a middle school to becoming a primary school has been managed very well. For example, the development of accommodation for the Nursery and Reception classes has been very good. For older pupils the access to specialist facilities for art and design, design and technology, science and music makes a positive contribution to their learning. The school also has a good playing field and outdoor facilities, which are used well by teachers. However, the equipment in the gymnasium is dated and not suited well to the needs of the primary age range.

Care, guidance and support

The school makes very good provision for pupils' care, welfare, health and safety.

Main strengths and weaknesses

- Procedures for child protection and ensuring pupils' welfare are very good.
- The 'wrap around care' provided by the school and its partners is very good.
- The support provided for pupils who speak English as an additional language is good.
- The involvement of pupils in the life of the school by seeking, valuing and acting on their views is good.
- Procedures to ensure pupils work in a healthy and safe environment are good.

Commentary

14. The school offers a very good standard of care for all its pupils. Pupils are well cared for in a happy and safe environment, with good support from teaching staff and from teaching assistants. The child protection officer is well aware of her role and has received recent training. The high degree of care and concern shown for pupils by teaching and non-teaching staff ensures that pupils make good progress in their daily life at school and thrive in the strong, supportive atmosphere for learning.
15. Health and Safety checks are carried out each term by the headteacher and a representative of the governing body. A full annual Health and safety audit is carried out by the local authority. The most recent audit has identified several items that require attention. The school has robust plans in place to address these as a matter of priority. The number of staff qualified to administer first aid is adequate and good records are kept of any accidents to pupils.
16. Very good educational and personal support is provided for all pupils by teachers and non-teaching staff. All members of staff offer a high level of care and concern to pupils and relate to them very well. Central to this is the role played by the office staff and the site manager, who make a significant contribution to the care of pupils. Pupils who were interviewed during the inspection week confirmed that they know who to go to for support and advice and are appreciative of the care they receive.
17. The support provided for pupils who speak English as an additional language is good. The school has recently appointed a teacher with special responsibility for this aspect of provision. This is a good appointment that is already having a significant impact on the quality of provision made for these pupils and on the involvement of parents in meeting the needs of their children. The school's communication with these parents is very good.
18. Pupils are well supervised at break times and at lunchtimes. Many pupils are very appreciative of the 'buddy system', through which older pupils take care of younger pupils. The 'wrap around care' provided by the school and its partners is very effective. Any worries and concerns that pupils might have are listened to with care and acted on. Suggestions for improvements made by pupils are taken very seriously and listened to with care through the School Council.
19. Induction procedures for new pupils, particularly in the Foundation Stage are very good. Foundation staff visit every home prior to children's admission into Reception or Nursery. Because of the sensitive way that new Nursery and Reception children are treated by teachers and teaching assistants, they very quickly settle into school life.

Partnership with parents, other schools and the community

Links with parents, the community and other schools are very good.

Main strengths and weaknesses

- Links with parents are very effective. Parents make a good contribution to their children's learning at school and at home.
- Very good information is provided for parents about the school and about pupils' standards and progress.
- The school has good procedures to ensure satisfaction and to deal with any concerns or complaints.
- There are no significant weaknesses in this aspect of provision.

Commentary

20. Over half of all parents or carers responded to the pre-inspection questionnaire. The overwhelming majority think their children like school (94 per cent), are making good progress (92 per cent), and that they would feel comfortable about approaching the school with questions or a problem or complaint (95 per cent). A significant number feel that the school seeks the views of parents and takes account of their suggestions and concerns (81 per cent). The inspection findings confirm all the positive views. A significant minority (14 per cent) felt that they were not informed about how their children were getting on. The inspection findings do not support this concern.
21. Parents are warmly welcomed into school and a considerable number help in a variety of ways. The school offers very good information to parents about their children's progress. Weekly newsletters are provided by the headteacher, giving useful information about events and activities. The school also consults parents widely on a variety of issues about planned developments. Annual reports are very good. They include details of the work pupils have covered, their progress in each subject, and targets for improvement. Parents' consultation evenings provide good opportunities for parents to find out about the progress their children are making. Parents also receive information about the work their children will do and plans which the school has for development. The headteacher and staff are available to see pupils at any convenient time, by appointment. Parents are contacted immediately if the school has any points they wish to talk over or concerns that need to be shared.
22. Links with the community are good and links with the main receiving secondary school are very well developed. There are good arrangements for the transfer of pupils to the next stage of education. Parents of pupils with special educational needs are fully involved with the education of their children. Parents have good opportunities to support the work of the school, and are involved in annual reviews and target setting.
23. There is a very active and effective Parent, Teacher Association, to which all parents belong. During the previous year the Association has arranged many successful events, and raised almost five thousand pounds, which has been used by the school to create a new adventure trail. The work of the Parent/Teacher Association is much appreciated by the school.

LEADERSHIP AND MANAGEMENT

24. The leadership and management of the school are good. The leadership of the headteacher is very good. The governance of the school is good. The financial management of the school and the management of resources to support pupils' learning are very good.

Main strengths and weaknesses

- The management by the headteacher and governors of the school's transition from being a middle school to becoming a primary school is very good.
- The leadership of the Foundation Stage of children's education is excellent.
- The commitment of the school to inclusion and to the promotion of equality for all its pupils is very good.
- Approaches to the financial management of the school, enabling it to meet its educational priorities, are very good.
- The leadership of the curriculum, in subjects other than English, mathematics and science, is not developed fully. However, the school recognises this issue and plans are in place to address it.

Commentary

25. The headteacher provides very good leadership and management. In a relatively short time he has established a clear vision for the school. His work and that of the deputy headteacher and governors in managing the transition of the school from middle to primary are very good. The headteacher works very effectively to inspire and motivate staff and pupils. He provides an excellent example as a teacher, teaching a significant number of lessons each week.
26. The leadership of the curriculum, in subjects other than English, mathematics and science, is not developed fully and some subjects do not have sufficiently detailed schemes of work. The co-ordinators of many subjects have not yet had opportunities to monitor the quality of teaching and learning in their subjects. Many are newly appointed and the school has a planned cycle during which the monitoring of teaching and learning will take place for all subjects. The special educational needs co-ordinator fulfils her role very effectively, which includes managing the newly opened base for pupils with moderate learning difficulties.
27. The governance of the school is good. There is a well established committee structure that enables the governing body to work efficiently. Governors have worked very effectively in partnership with the headteacher and deputy headteacher to manage successfully the transition of the school into becoming a primary school. Governors ensure effectively that the school meets its statutory duties. They ensure the effective promotion of inclusion policies and the successful application of the policy to address any racist incidents. They also have a good understanding of the strengths and weaknesses of the school based on the clear and accurate information provided by the headteacher. The involvement of governors in the monitoring of teaching and learning is satisfactory. These arrangements are in the early stages of development and governors have recently been allocated to partnerships with subject co-ordinators.
28. The financial management of the school and the management of resources to support pupils' learning are very good. The school has made very good use of the resources at its disposal to support the transition into becoming a primary school. The day-to-day management of the school's finances, undertaken by the office staff in partnership with headteacher, is very good. The governors are also kept well informed of the financial position of the school through frequent, detailed and informative financial reports. Governors apply the principles of best value very effectively to the purchase of services and resources to support pupils' learning.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	923,299
Total expenditure	954,521
Expenditure per pupil	3,203

Balances (£)	
Balance from previous year	115,125
Balance carried forward to the next	83,903

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

29. Children's attainment when they enter the Nursery is close to that expected for their age in all areas of their learning. Provision for children's learning in the Nursery and Reception classes is very good. Children make very good progress in these classes because they are taught very well. By the time they are ready to leave the Reception class they attain standards that exceed those expected for their age, with the exception of physical development in which their attainment is in line with expectations. Pupils with special educational needs and those who speak English as an additional language also achieve very well, because they are supported very well.
30. The organisation of activities to ensure that children achieve well in all six areas of their learning is very good. Often activities are linked very effectively to ensure that several areas of learning are addressed together. Arrangements to assess children's attainment in the Nursery and Reception classes and to monitor the progress that children make are excellent. Staff mark children's work together with the children and help children very effectively to understand what they have to do to improve. Targets about how to make work better are often identified by the children who are very much at ease working in this way.
31. The management and leadership of the Foundation Stage are excellent and very good provision is made to ensure that children achieve well in each of the six areas of their learning. Support staff make a very good contribution to children's learning under the excellent leadership of the Foundation Stage co-ordinator. The governors and managers of the school have worked very effectively to create good accommodation for children at this stage of their education and to ensure that a good range of resources is available to support children's learning. Staff in the Nursery and Reception classes work very effectively to ensure that parents are kept well informed about the progress their children are making and to ensure that parents feel welcomed when they visit the classrooms.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and children achieve very well.

Commentary

32. Attainment on entry for this area of children's learning is in line with that expected. However, for some children this part of their learning is not as well developed as others. It is here that children make the greatest progress. By the time they are ready to leave the Reception class children listen to each other and to adults with courtesy and respect. Children's behaviour is very good and they co-operate and play well with each other, responding well to their teachers' high expectations for this area of their development. The ability of most children to focus on an activity and sustain their interest is developed well and many children are becoming increasingly independent learners. By the time children leave the Nursery, everyday tasks, such as going to the toilet and getting changed, are things they take easily within their stride.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is very good.

Main strengths and weaknesses

- Teaching is very good and children achieve very well.

Commentary

33. Children's speaking and listening abilities develop very well. This is because teachers are skilful at encouraging speaking and provide good opportunities for it to take place. As a result children speak clearly and listen very well. This aspect of children's learning is linked well to the very good progress they make in reading. Children talk eagerly about the characters in the stories they read and make deductions about how the characters might be feeling. When children read they show knowledge of the sounds of individual letters and combinations of letters. This enables the highest attaining children to recognise long and complicated words correctly. These children also understand the role of authors and illustrators in the books they read. Lower – attaining children make predictions accurately based on pictures in the stories they read. In the Reception class each child has a book of his or her favourite stories. These books create good links between children's reading and their writing. Many children write legibly, forming letters clearly. Often children are sufficiently confident to attempt to write short sentences from a very early stage because they are taught very well. Higher-attaining children use punctuation and many can write short sentences, reading them back correctly.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is very good.

Main strengths and weaknesses

- The teaching and support provided for children are very good and they achieve very well.

Commentary

34. Lower attaining children in the Nursery recognise numbers and count to five correctly. All children in the Reception class can count to ten and many higher-attaining children happily work with numbers up to 100. These pupils also write numbers up to 100 and beyond legibly and correctly. Children's knowledge of mathematical shapes is developing well and teachers provide them with good opportunities to apply and extend this knowledge. Children in the Nursery are taught well to use mathematical language correctly. They know that the biggest plastic bears will need the biggest houses to live in and build the houses accordingly. The correct use of mathematical language is extended well in the Reception class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching and learning are very good and children achieve very well.
- The range of activities provided to develop children's geographical, scientific and cultural knowledge is very good.

Commentary

35. Children's scientific knowledge far exceeds that expected for their age. Higher – attaining children make circuits using batteries and explain correctly how these work. Children in the Nursery and in the Reception class identify a wide range of common and unusual animals correctly and explain clearly the type of habitat these animals need in order to thrive. They also know about how humans and other species develop and grow. For example, they know that tadpoles develop into frogs and have brought photographs to school, charting their own development from the time they were babies.
36. Teachers use the area around the school very well to support children's knowledge and understanding of the world. The visit to the windmill on Wimbledon Common is a memorable event for many children. Children also made their own designs of playgrounds as part of planning for their own provision. Teachers linked this work very effectively with that made for children's creative development and children show very good understanding when they discuss this work. Teachers ensure that children have good knowledge of the festivals and celebration of other cultures and traditions, such as the Chinese New Year. For example, they participate with great enthusiasm in French days that involve the whole school.

PHYSICAL DEVELOPMENT

Provision in physical development is satisfactory.

Main strengths and weaknesses

- Children in the Nursery achieve well and make good progress. Children in the Reception class achieve satisfactorily and make satisfactory progress. Children's attainment in this area of their learning is not as high as in other areas. The quality of teaching is good.

Commentary

37. The headteacher and governors have worked very effectively to ensure that good accommodation is in place to provide for children's physical development. An example of this is the outdoor area adjacent to the Nursery and Reception classrooms. This area is used well by both classes. Children in the Nursery achieve well and make good progress when they use large wheeled toys in this area, playing safely and showing good awareness of each other. These children and those in the Reception class are provided with good opportunities to handle implements such as pencils, scissors and paint brushes. Because of this provision features of development, such as children's handwriting, are developing very well. The physical development of a significant minority of children in the Reception class is developed less well. The majority can run, jump and skip with good control and they co-operate well when playing with apparatus such as the parachute. However, some pupils' levels of co-ordination are not developed well enough for their age.

CREATIVE DEVELOPMENT

Provision in creative development is very good.

Main strengths and weaknesses

- Children achieve very well and make very good progress.
- The quality of teaching is very good.

Commentary

38. Teachers provide children with good opportunities to sing, especially in assemblies, where children sing with great enthusiasm. These regular opportunities also help children to speak clearly and correctly. Children are also provided with a good range of opportunities to develop their artistic abilities. For example, they paint skilfully and with great care, using a good range of types of paint and materials. Children's model making skills are also developing well. Typical of these are the decorated face masks that children make, applying their designing, cutting and sticking skills very well. Children also participate very well in the very good opportunities for role play. These opportunities contribute well to children's personal and social development and to their speaking and listening abilities.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH and FRENCH

English

Provision in English is good.

Main strengths and weaknesses

- Teaching is good.
- Pupils have positive attitudes to their learning.
- The very good relationships between pupils and teachers promote learning well.
- Teachers do not always share with pupils the evaluations of pupils' work, so that they may be more aware of the learning process, and know how it may be improved.
- Not enough use is made of pupils' skills of independent learning and information seeking.
- Not enough use is made of information and communication technology.

Commentary

39. Inspection findings are that pupils in Year 6 are reaching standards in line with national averages. Targets for the end of the academic year have been set higher than this and, given the progress observed, it is likely that they will be achieved or exceeded. In Year 1, standards exceed the expectations for pupils of that age.
40. Writing is not as strong as the other two aspects of English, speaking and listening and reading. In Years 3 to 6, pupils develop careful and accurate styles of writing, but sentence forms remain fairly basic and conversational, and the reserves of words upon which pupils draw do not often extend beyond the average. Spelling often depends on the sounds of speech, and handwriting, though usually joined and legible, is not usually good to look at. According to their reading records, pupils read widely, and they talk in a lively way about their favourite books and stories. This makes it the more surprising that their use of expression when reading aloud is not strong. Promoted by the school's supportive ethos, speaking is confident and lively, though pupils do not yet respond well to formal speaking situations. They listen well to their peers and their teachers, nevertheless, showing the respect for others which is at the centre of the school's philosophy.
41. In Years 1 and 2 pupils achieve well and make good progress. In Years 3 to 6 the progress is maintained, with pupils achieving satisfactorily. Pupils with special educational needs make very good progress as a result of the additional support they receive. Where achievement is good this is a result of pupils' keenness to learn and their enjoyment of English, and of the good teaching they receive. Teachers have very good relationships, and know their pupils well, even at this early stage in the term. Planning is good, and lessons are well paced and structured. The National Literacy Strategy is well applied, though there are some lapses in subject knowledge, and some misunderstanding of the use of final plenary sessions, which do not routinely involve pupils in the evaluation of the quality and success of their learning rather than simply going over what has been learnt. The promotion of reading, including the 'Bookshare' routine, is strong, and is bearing fruit in pupils' achievements. However, pupils' skills in independent learning are insufficiently promoted; during the inspection no pupils were seen using a dictionary or thesaurus, or using the school library as an information resource. Marking is thorough and detailed. There are sometimes suggestions as to specific areas for improvement, but teachers do not check in subsequent work whether the advice given has been followed. There is no routine integration of information and communication technology in teaching and learning.

42. English is well led by a co-ordinator who monitors the teaching of the subject thoroughly, but who, as she is based in the class for the youngest children, needs to have more opportunities to become familiar with the details of practice in the older classes. Resources, particularly the stock of books to support reading, are good.

Language and literacy across the curriculum

43. Pupils are provided with satisfactory opportunities to apply the skills they acquire in literacy to support their learning in other subjects. Pupils in Years 1 and 2 do this well, whilst those in Years 3 to 6 do this satisfactorily.

French

Provision for French is very good.

Main strengths and weaknesses

- The teaching of French is very good.
- Pupils' understanding of language is improved greatly by the opportunities to learn French.

Commentary

44. French is taught to each of the classes in Years 3 to 6. There are no national expectations for the subject for pupils of this age. However, standards are high, particularly in speaking and listening. Pupils' learning is further enhanced very well by whole – school 'French days', during which pupils learn about many features of French culture in addition to learning to speak the French language.
45. The quality of teaching is very good. In some lessons it is excellent. Where this is the case pupils are inspired to participate very enthusiastically in their learning because teachers teach every part of the lessons in French. Teachers ensure very effectively that pupils of all abilities are included very well. Teachers plan their lessons very well. With younger pupils teachers use such aids as glove puppets (French speaking glove puppets) to capture pupils' interest very well. Older pupils conduct simple paired conversations in French, with good recall of earlier learning. These collaborations and the very good teaching make lessons memorable and entertaining. The written work of the older pupils, those in Years 5 and 6, is also developing well. The leadership and management of the subject are very good and the co-ordinator has provided teachers with a good scheme that contributes well to pupils' very good progress in the subject.

MATHEMATICS

Provision in mathematics is satisfactory.

Main strengths and weaknesses

- The successful, recent introduction of the National Numeracy Strategy is helping to improve standards.
- A helpful audit of whole-school needs in the subject has identified appropriate developmental activities.
- There is not enough use of information and communication technology to enhance pupils' learning.

Commentary

46. Standards are in line with those expected nationally. Inspection findings show that pupils are achieving well when their work is compared with that from previous years. The targets set for those pupils currently in Years 2 and 6 are challenging and show that these pupils are likely to exceed national expectations. The introduction of all features of the National Numeracy Strategy is ensuring that pupils apply their skills well to solving mathematical problems in a wider range of activities. Teachers now provide tasks that encourage pupils successfully to use their knowledge and mathematical skills with increasing confidence.
47. Teaching is good and the teachers have adapted the National Numeracy Strategy to their classroom practice very successfully. Teachers share the aims of lessons with pupils at the outset so pupils are aware of the teachers' expectations. Teachers are aware of their present pupils' different learning needs and activities are matched well to pupils' needs, according to their levels of understanding. In a Year 6 lesson the highest – attaining pupils confidently dealt confidently with six-figure problems mentally and with calculators. The needs of a high proportion of pupils with special education requirements and English as a foreign language are met very well because of detailed assessments of their most recent learning and because of good levels of classroom support.
48. Recent training has resulted in improvements in teachers' subject knowledge of the National Curriculum requirements. Teachers now have a better understanding of what pupils are capable of achieving. The pupils are responding very well to the challenges set for them and are gaining confidence in their learning. For example, in an excellent Year 3 lesson, pupils of all abilities showed outstanding enthusiasm when responding to challenging tasks. These pupils co-operate very well with each other to resolve place-value problems successfully.
49. The leadership and management of the subject are good. The co-ordinator provides excellent examples of teaching for her colleagues. She has a very clear vision of how mathematics should develop throughout the school and is committed to identifying and tackling weaknesses. Procedures for monitoring the quality of teaching and learning are in place and are working well. Records accurately identify present achievements but a sharper focus is needed to implement and monitor individual targets that take account of pupils' success or difficulties in previous years. The recent completion of the computer suite is beginning to impress on the school how computers can be used to enhance mathematical skills.

Mathematics across the curriculum

50. Mathematics is used satisfactorily to enhance pupils learning in other subjects. Pupils in Years 3 to 6 use graphs and charts satisfactorily to record the outcomes of their investigations in science and to analyse data in geography.

SCIENCE

Provision in science is good.

Main strengths and weaknesses

- The key scientific skills of planning, recording and explaining investigative work are taught well.
- The specialist accommodation and good resources are used well to enhance pupils' learning.
- Not enough use is made of information and communication technology to support pupils' learning.

Commentary

51. Inspection findings show that standards in science are in line with national averages. This takes into account the percentage of pupils who have special educational needs and those whose limited knowledge of English is presently restricting their progress.
52. A work scrutiny of the oldest pupils shows good achievement across all abilities. A major reason for this is the expert teaching of the key scientific skills of planning, performing and recording investigative work. Pupils extend their thinking and understanding by turning ideas into tests, and by collecting evidence to conduct experiments and report the results of their investigations. In Year 6 very good assessment procedures and marking provide teachers with opportunities to plan different activities to suit the varied levels of ability in their classes. In the light of evaluations of previous work computer software is being used very well to help pupils with special educational needs to extend their scientific vocabulary. Time and care are taken to record the views of these pupils orally. This helps their understanding considerably.
53. Older pupils are very enthusiastic and well versed in the skills of recording the findings from their investigations. Investigations on temperature and solubility, chromatography, measurement of forces and separating solids and liquids increase pupils' scientific vocabulary significantly. Independent studies, group investigations and collaborative partnerships with local secondary schools are used well to further encourage pupils to explore and investigate for themselves. The latter arrangements resulted in Year 6 pupils using sophisticated sensory equipment to measure environmental heat and sounds.
54. Teaching is good and teachers have good levels of understanding of the National Curriculum requirements for science. They also provide very good support for non-English speaking pupils and those with a range of special educational needs. In a Year 4 lesson pupils compared the properties of solids and liquids and made good progress in understanding concepts such as viscosity and shape. Teaching assistants and specialist laboratory accommodation and resources further enhance pupils' learning.
55. Teachers in the school are grateful for the level of support given by the knowledgeable co-ordinator of science. In line with whole-school development of co-ordinator roles this is beginning to have a good effect on teachers' planning and monitoring of pupils' learning. The very good assessment procedures for these pupils, where portfolios of experiments have illuminating evaluations and next stage targets, is not yet evident in all years. Information and communication technology and numeracy practices are not used sufficiently to enhance standards in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Recent improvements to accommodation and resources mean that the school is well placed to improve standards.
- Teachers' confidence in using information and communication technology to help pupils to learn is improving rapidly as a result of good training opportunities.
- Pupils are not provided with enough opportunities to use information and communication technology to enhance their learning in other subjects.

Commentary

56. Standards in information and communication technology are in line with those expected for pupils' ages. Pupils achieve satisfactorily and the quality of teaching is satisfactory. The competence of pupils to apply the skills of information and communication technology to their learning in other subjects is satisfactory, even though there are currently too few opportunities for them to do this.
57. Pupils use art based computer programs well and realise the importance of planning their work carefully to obtain good results. When working with these programs pupils often benefit from the good use of questions by their teachers which help pupils to draw their own conclusion about the quality of their work and about how it might be improved.
58. Throughout the school pupils know how to switch on the computers, how to open the programs they wish to use and how to save their work. This was evident during the inspection, even though it was the first time that pupils had been able to use the newly opened computer suite. Pupils are becoming increasingly confident learners and they are willing to try out ideas for themselves and to try and solve problems as they arise. When they do this pupils work well together and support each other well. Teachers also provide good support for pupils' individual needs. For example, the support provided for pupils in Year 4 who speak English as an additional language, enabled these pupils when they worked on computers to achieve well .
59. The headteacher and governors have worked very effectively to improve the accommodation and resources for learning for information and communication technology. The school also benefits greatly from the support of Raynes Park High School, a technology college, to which most pupils transfer. The very good liaison with this high school helps to provide good resources, technical support and training for teachers. As a result, the competence of teachers in the use of information and communication technology is improving rapidly. For example, they make good use of the interactive 'smartboard' to lead lessons in the computer suite.

Information and communication technology across the curriculum

60. When pupils use information and communication technology to support their learning in other subjects they do so satisfactorily. However, not enough use is made of information and communication technology to enhance pupils' learning across the curriculum and this feature of provision is unsatisfactory. The school recognises this issue for development and plans are in place in the school development plan. Provision is also currently restricted by the newly developed computer suite, which has only just come into use and by the transfer of computers, formerly housed in the suite, into classrooms. Many of these computers are not yet ready for use. However, it is these very developments that mean the school is well placed to improve this aspect of provision for pupils' learning.

HUMANITIES

Geography and history

Provision in geography and history is satisfactory.

Main strengths and weaknesses

- Pupils' attitudes to their learning are very good and they behave very well.
- Teachers use the locality well to enhance pupils' learning in geography.
- Not enough use is made of information and communication technology to support pupils' learning.
- The schemes of work for the subject are not sufficiently detailed to fully support teachers in planning what they intend to teach.

Commentary

61. Standards in history and geography are in line with those expected for pupils' ages and they achieve well. The quality of teaching is satisfactory. In Years 1 and 2 pupils learn about history and geography through a topic based approach and coverage of the curriculum is satisfactory. Following the travels of 'Barnaby Bear' enables pupils to gain a satisfactory understanding of where places are in the world. Teachers make good use of the local area to enhance pupils' learning in geography. For example, pupils in Year 1 gain a good understanding of housing provision through their walk around the local housing estate. Sometimes in Year 1 the pace of lessons is too quick for pupils to keep up and they are not able to absorb sufficient information, for example, when they consider different modes of transport, such as balloons and trains.
62. In Year 5 pupils draw information from maps satisfactorily and are beginning to apply their knowledge to making correct deductions about the information they gain, for example, when they comment about where flooding might take place and what the populations affected by flooding might do to prevent it happening. Sometimes when pupils undertake this type of work, teachers do not use questions sufficiently well to draw on pupils' previous knowledge and learning.
63. In history higher – attaining Year 6 pupils achieve well. They have a good awareness of when significant events in the past took place and of the periods of time that separate such events. Pupils have good understanding of life during Victorian times. This is evident in the letters they write in the style of a Victorian child and their versions of the family tree of Queen Victoria's family. Younger pupils also show satisfactory understanding of the passing of time and of the lives of people in the past. However, throughout the school, information and communication technology is not used sufficiently to support pupils' learning in these subjects.

Religious education

Provision for religious education is satisfactory.

Main strengths and weaknesses

- Pupils' attitudes to their learning in the subject are good.
- Teachers use the locally agreed syllabus for the subject well.
- Too much use is made of worksheets.
- Procedures to assess pupils' progress are not developed sufficiently well.
- Information and communication technology is not used enough to enhance pupils' learning.

Commentary

64. Inspection findings show that standards in Year 6 are in line with the expectations of the locally agreed syllabus. No work was seen from pupils in the younger classes.
65. Pupils in Year 6 accumulate a good range of knowledge about features of a number of world religions. They are well informed about comparative religious practices, particularly; for example, through a study of a variety of approaches to marriage. They also show a maturity of approach to moral problems like ambition and what they want for themselves, or the resolution of conflict.
66. Teaching is satisfactory. The course which pupils follow is carefully designed and far reaching, and provides clear guidance for teachers. The work seen indicated broad coverage, and some topics were handled in depth. However, some of the work set was based on worksheets which were not sufficiently demanding (requiring little more than colouring in) or relevant (solve a maze to show how difficult it was for Jesus's parents to find him in the Temple). There are no formal arrangements for tracking pupil progress. No examples of the use of information and communication technology were seen.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

Provision in art and design and for design and technology is satisfactory.

Main strengths and weaknesses

- In some lessons teaching in design and technology is very good. Where this is the case pupils are included very well in all aspects of their learning.
- The specialist rooms dedicated to teaching these subjects are used well by teachers.

Commentary

67. Standards in art and design and in design and technology are in line with those expected for pupils' ages. Pupils achieve satisfactorily and the quality of teaching is satisfactory. The highest standards in design and technology are evident in Year 6. Here, higher-attaining pupils create finished models, and through using thorough planning and evaluation procedures well, exceed the levels expected for their age.
68. In art and design and in design and technology pupils experience a satisfactory range of activities. In all years standards in painting and collage are close to those expected for pupils' ages. Standards in drawing are also in line with those expected, but in each year some pupils reach standards that are higher than expected. Pupils' work in design and technology is often linked well to other subjects, such as science; for example, when pupils in Year 6 work in partnership with pupils from Raynes Park High School to design and make 'Amazing Cars'. However, information and communication technology is not used often enough to enhance pupils' learning in the subject.
69. In some lessons for design and technology very good teaching is evident. For example, in Year 3 the teacher offers clear explanations of what pupils will do and learn and make good provision towards the end of lessons for pupils to evaluate the progress they have made. In this case pupils showed clear understanding of how to create a stable structure for the photograph frames they were planning to make. They explained correctly why the structures would be strong. During these lessons the measures taken by the teachers to ensure that pupils who speak English as an additional language were included fully were excellent.

Music

Provision for music is good.

Main strengths and weaknesses

- Pupils' enthusiasm and desire to succeed are good.
- The scheme of work is used effectively to support teaching.
- Accommodation and resources for learning are good.
- Pupils need more guidance to help them sing in tune.
- Procedures to assess pupils' progress are not developed sufficiently well.

Commentary

70. In Year 2, pupils reach above average standards in music, composing and communicating sometimes quite complicated rhythmic patterns. These pupils pick out the rhythm of a piece of music, and copy it, varying the dynamics. They understand the properties of a variety of percussion instruments. All pupils sing with great enthusiasm, and their performances are

loud and lively, although not always on pitch or sweet to hear. Pupils in Years 3 to 6 reach average standards. They learn quickly, and improve by repetition. They follow a leader or conductor well, and have a good reserve of known songs, to which they often perform the actions.

71. The quality of pupils' learning is good, enabling them to achieve well. The strongest contributory feature is pupils' own good motivation. They are quick to learn, and understand the importance of good order in performance. Teaching is good, because a commercial scheme of work is used which provides clear and detailed guidance as to lesson content, and professional recordings of performances. As a result, every lesson, whether conducted by a music specialist or not, is well structured and is part of a course focused on progressive improvement within the National Curriculum music programme. There are, however, no formal arrangements for tracking pupils' progress, nor any applications of information and communication technology. The very pleasant, large music room and the good resources also contribute strongly to the subject's success.

Physical education

Provision in physical education is satisfactory.

Main strengths and weaknesses

- What is taught in lessons and out of school activities provides pupils with a good broad and balanced experience.
- Teachers have good subject knowledge.
- There is a lack of a whole-school scheme of work that ensures continuity from year to year in tasks given to pupils.

Commentary

72. Standards are in line with those expected nationally. Video evidence shows pupils performing well in a series of dance presentations adapted to musical themes. These are well received by the parents and the community when presented in school productions. Records show that pupils in Years 3 and 4 achieve national expectations in swimming. Many pupils are not doing as well as they should in gymnastics because they lack the required body management skills to control their movements
73. The quality of the teaching is satisfactory. In gymnastics teachers have very good subject knowledge. This enables higher – attaining pupils to make good progress when performing challenging movements. In spite of this there is presently no scheme of work from which lessons can be planned to ensure skills are progressively developed as pupils move through the school. Some teachers are fully aware of the previous achievements of their pupils. However, sometimes planning does not sufficiently target the specific needs of individuals or groups. The subject co-ordinator has recently provided a good development plan for the subject, following a detailed audit of provision. The headteacher and the experienced co-ordinator recognise the high standards many pupils have the potential to achieve and are planning for physical education to be at the forefront of future developments in the school.
74. Good extra-curricular provision is improving standards and motivates pupils to do well. Visiting coaches from a local Premiership football club are well received by a wide age-range of pupils. The school is providing a good breadth of sporting activities to its pupils. The recently completed 'trim-trail' and annual visits to outdoor centres provide well for outdoor and adventurous activities. There is a good field that teachers use well for teaching games. During the pre-inspection visit it was noted that many pupils were playing mini-tennis to a high standard. Teachers also link their teaching successfully to the school's healthy living project.

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	N/A
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
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	4
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	3
How well the school seeks and acts on pupils' views	3
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	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

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