

INSPECTION REPORT

King Athelstan Primary School

Villiers Road,
Kingston upon Thames

LEA area: Royal Borough of Kingston

Unique reference number: 102579

Headteacher: Mr R Jewell (acting)

Lead inspector: Mr Alan Harries

Dates of inspection: 20th – 22nd October, 2003

Inspection number: 256611

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:	176
School address:	Villiers Road Kingston Upon Thames
Postcode:	KT1 3AR
Telephone number:	020 8546 8210
Fax number:	020 8547 2732
Appropriate authority:	Governing body
Name of chair of governors:	Ms J Foster
Date of previous inspection:	15/03/1999

CHARACTERISTICS OF THE SCHOOL

The school draws its pupils from a disadvantaged and densely populated area of Kingston Upon Thames. Overall, pupils' socio-economic circumstances and their attainment on entry to the school are well below average. The school received a Schools Achievement Award in the year 2000.

Since September 2003, the school has been led by an acting headteacher, who is experienced in this role. Governors have recently appointed a permanent headteacher to lead the school from January 2004. There has also been a high number of teaching staff changes over the past year including the appointment of a new deputy headteacher. The percentage of pupils who join or leave the school at times other than the normal entry and leaving ages is well above the national average. The school is currently under-subscribed, the number on roll having fallen considerably over the past year.

Fifty per cent of pupils are from ethnic minority backgrounds and the proportion of pupils who speak English as an additional language is also very high. The largest minority groups are pupils of Asian or African origin. An above-average number of pupils have special educational needs, many of which are related to social, emotional and behavioural problems. No pupils have Statements of Special Educational Need. The percentage of pupils who are entitled to free school meals is above average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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16773	Raminder Arora	Team inspector	English Foundation Stage English as an additional language
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school, whose overall effectiveness is satisfactory. Although standards are low, pupils achieve reasonably well in most subjects when bearing in mind that many speak English as an additional language and that many join and leave the school at times other than at the normal entry and leaving ages. The overall trend in standards is upwards. The school is well led by the acting headteacher and governors work closely with staff to move the school forward. Teaching across the school is satisfactory, enabling pupils to learn and understand to an acceptable standard. Pupils are taught in comparatively small class groups and the education provided by the school represents satisfactory value for money.

The school's main strengths and weaknesses are:

- In art and design, and music at both key stages, and in religious education and physical education at Key Stage 2, pupils achieve well, reaching standards similar to those found nationally.
- The acting headteacher is providing strong leadership for the work of the school and making significant improvements.
- Provision for pupils' moral, social and cultural education is good.
- The school has very effective systems for promoting good behaviour which also bring about favourable attitudes to learning and friendly relationships.
- School visits, visiting groups, extra-curricular activities, music tuition and links with local organisations such as Wimbledon Football Club are valuable additions to the statutory curriculum.
- Standards at age eleven are well below average in mathematics, and below average in science and information and communication technology. Although standards of English achieved in the 2003 National Curriculum tests showed significant improvement, the reading and writing of this year's Year 6 pupils are well below average.
- Provision for pupils with special educational needs is unsatisfactory because such pupils are not systematically identified and their individual learning targets are imprecise.
- Pupils speaking English as an additional language do not get enough help with language acquisition. For other pupils too, there are not enough opportunities to develop speaking skills.
- Teachers are not yet methodical enough in assessing pupils' understanding to be able to consistently set tasks at the right level of difficulty, although this matter is in hand.
- Books, equipment and materials for English, science, design and technology and music are inadequate.

The school has improved since the last inspection. National Curriculum tests for 11-year-olds in 2003 showed a major improvement in standards of English, although pupils still did not achieve well enough in mathematics. The school has responded very well to the key issue, raised in the last inspection, to improve the management of pupils' behaviour. Governors' monitoring of the curriculum has also been addressed and is now satisfactory. However, provision for pupils speaking English as an additional language has not improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	E	E	D	B
mathematics	E	E	E	E
science	E	E	E	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those who have a similar proportion of pupils entitled to free school meals.*

Pupils' achievements are satisfactory overall. In the nursery and reception classes, children start with low skill levels. Most move into Year 1 without achieving the nationally expected Early Learning Goals in *communication, language and literacy, mathematical development* or in their *knowledge and understanding of the world*. In Key Stage 1, pupils make sound progress in reading and reach an average standard for schools of this type. However, in writing and mathematics, they do not achieve well enough to reach the levels found in similar schools. Key Stage 2 pupils achieve as well as can be expected in English and science and last year's Year 6 pupils reached a standard approaching the national average. The Year 6 science work seen by inspectors is better than the 2003 test results indicate. In mathematics, however, pupils do not achieve as well as they should. The school met its National Curriculum tests targets for Year 6 pupils in English this year, but fell short of predicted standards in mathematics by approximately five per cent.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Nearly all pupils have good attitudes to learning and behave well. Attendance is still well below the national average and too many pupils arrive late for school.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The quality of teaching and learning is also satisfactory overall. Just over half of the Key Stage 2 lessons seen were judged as good, or better. In these lessons, pupils learn effectively and make good progress with their work. In general, teachers still need to make work more challenging for some pupils, setting tasks at the right level of difficulty. Most lessons move along briskly, but a few do not manage to maintain the momentum of learning.

The curriculum meets the requirements of the National Curriculum and is enriched with a good range of extra curricular activities and school visits. Staff look after pupils well, safeguarding their welfare and safety. The school enjoys the broad support of parents and a small minority actively contributes to school life.

LEADERSHIP AND MANAGEMENT

The school is currently led by an experienced acting headteacher. He is effectively leading staff in making important improvements in educational provision. The governing body has appointed a permanent headteacher, who will lead the school from January 2004. Governors influence the work of the school satisfactorily by determining its overall direction and working closely with subject leaders to monitor its provision. A clear management plan identifies priorities for school improvement and details the necessary action to be taken.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are supportive of the school and some are actively involved in its work. Most feel that the teaching is good and believe that their children progress well, although a few feel that they are not well enough informed about how their child is getting on. The vast majority are pleased with 'settling-in' arrangements for new children and feel that staff treat pupils fairly. A minority find that some bullying or harassment takes place, but inspectors found little evidence of this. Pupils are very positive about their school. Most feel that they can go to an adult if they are worried, that the teachers are fair, and that other children are friendly.

IMPROVEMENTS NEEDED

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

- improve the quality of teaching still further, together with arrangements for assessing pupils' skills, in order to raise standards in English, including speaking skills, mathematics, science and information and communication technology;
- improve provision for pupils with Special Educational Needs by identifying such needs more systematically and making individual learning targets more precise;

- provide pupils speaking English as an additional language with more direct help in acquiring English;
- purchase more books, equipment and materials for English, science, design and technology and music to support the teaching of these subjects.

and, to meet statutory requirements:

- include pupil absence rates in the school prospectus.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are low when compared with national averages. Pupils in this school have to overcome significant barriers to learning; for example, many speak English as an additional language, many have special educational needs and a very high proportion join and leave the school at times other than at the normal entry and leaving ages. Children start school with well-below-average skill levels. **Bearing these factors in mind, pupils across the school are achieving as well as can be expected in most subjects.** The notable exception to this is mathematics, where pupils do not achieve as well as they should. There are no significant differences between the achievements of boys and girls, but ethnic minority groups do not achieve quite as well as other pupils. The overall trend in standards is upwards.

Main strengths and weaknesses

- The achievements of Year 6 pupils in English were good last year, as standards were approaching the national average, but such standards are not yet consistently reached over a number of years.
- Pupils' achievements in mathematics are unsatisfactory because standards by age 11 are well below those found in similar schools, and falling.
- In art and design, and music at both key stages, and in religious education and physical education at Key Stage 2, pupils achieve well, reaching standards similar to those found nationally.

Commentary

Foundation Stage (Nursery and reception classes)

1. Children enter the nursery with overall skill levels that are well below those normally expected at this age. During their time in the Foundation Stage, children achieve as well as can be expected, better in some areas of learning, when considering the learning and language difficulties that many face. In their personal, social and emotional development and in creative development, most children are likely to achieve the national Early Learning Goals for these areas by the time they begin Year 1. In physical development, levels of attainment are below those expected and in language and literacy, mathematical development, and knowledge and understanding of the world, standards are well below expected levels and most children are unlikely to reach the Early Learning Goals while in the Foundation Stage.

Key Stage 1

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

Standards in:	School results	National results
Reading	14.0 (13.2)	15.7 (15.8)
Writing	10.8 (11.6)	14.6 (14.4)
Mathematics	14.3 (13.0)	16.3 (16.5)

There were 24 pupils in the year group. Figures in brackets are for the previous year

2. Although the reading results above were well below standards nationally, they were about average for schools of a similar type. The writing results however, were very low - well below standards found across similar schools. The mathematics results were well below the national average and still below average when compared with similar schools. Teachers' assessments in science showed standards to be well below the national average.
3. The proportion of pupils reaching the higher National Curriculum test Level 3 was close to that found nationally in reading and mathematics. This represented a marked improvement on the previous year's Level 3 results. The proportion of pupils reaching Level 3 in writing, however, was well below that found nationally, but still considerably higher than in the previous year's results.
4. From 2000 - 2003, there has been an overall upward trend in standards of reading and mathematics, whereas writing results have been falling. It is not possible for inspectors to link these trends to the quality of teaching, or leadership of subjects, because many staff, teaching over the past few years, are no longer in the school. This in itself is likely to have had a negative impact on the continuity of pupils' learning.
5. Work seen by inspectors confirms the above standards except in science, where standards were found to be slightly better than last year's teacher assessments, but still below average.
6. In art and design, and music, standards are in line with national expectations. Later sections of this report describe how pupils express themselves with enthusiasm and imagination in the creative arts. In information and communication technology and geography, standards are below those expected nationally, but nevertheless represent satisfactory achievements for these pupils. There was insufficient evidence to judge overall Key Stage 1 standards in religious education, history, design and technology or physical education.

Key Stage 2

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

Standards in:	School results	National results
English	26.2 (23.8)	26.8 (27.0)
Mathematics	23.3 (23.6)	26.8 (26.7)
Science	25.2 (25.2)	28.6 (28.3)

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

7. Although English results in 2003 were below the national standard, they were well above the standards found in schools of a similar type. The mathematics and science results however, were very low and well below standards found across similar schools.
8. The proportion of pupils reaching the higher National Curriculum test Level 5 in English was slightly above that found nationally. This represented a marked improvement on the previous year's Level 5 results. The proportion of pupils reaching Level 5 in mathematics however, was well below that found nationally, as it was the year before. More pupils in the school reached Level 5 in science than did the previous year, but this proportion was still well below the upper attainment levels found nationally.
9. From 2000 - 2003, there has been an overall upward trend in Year 6 standards. English results have risen significantly, science standards are now slightly higher and mathematics standards have remained static. As with Key Stage 1 results, it is not possible to attribute these trends to aspects of the school's provision.

10. Work seen by inspectors shows that the standards of English and mathematics of the present Year 6 pupils are well below average. The school was aware of the particular difficulties experienced by this group of pupils and, accordingly, has set lower but realistic targets for them. Inspection findings show standards of science to be higher than those indicated above, but still below average.
11. In religious education, art and design, music and physical education, standards are in line with national averages. Later sections of this report give details of the sound development of pupils' skills and understanding in these subjects. These are good achievements for pupils facing educational disadvantages. In information and communication technology and geography, standards are below those expected nationally, but pupils are achieving as well as can be expected. There was insufficient evidence to make firm judgements about Key Stage 2 standards in design and technology or history.
12. Pupils in both key stages have satisfactory opportunities to use their literacy and numeracy skills across the curriculum, but their below-average skill levels often impede their progress in subjects such as geography and science. Pupils make insufficient use of information and communication technology skills to support their learning in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their learning are good. A whole-school drive to improve behaviour has been successful and the behaviour of most pupils in the school is now good. However, pupils' attendance is poor and punctuality is unsatisfactory.

Pupils' spiritual, moral, social and cultural development is good overall.

Main strengths and weaknesses

- Behaviour is generally good and there is little bullying in the school.
- The school's very successful focus on behaviour management has resulted in a much-improved environment for learning.
- Relationships in the school are good and this promotes a harmonious atmosphere.
- Pupils' moral, social and cultural development has improved since the last inspection and is now good.
- A significant number of pupils attend school irregularly and this is having a negative impact on the educational standards they attain.

Commentary

13. Both pupils and parents have positive views about the school. Parents are particularly pleased by the way that the school encourages their children to work hard and achieve their best. Pupils enjoy school. They are generally enthusiastic and spoke of their interest in lessons, their willingness to learn and keenness to participate in all that the school offers. They feel, *'it's a good school... and fun when you learn'*. The youngest children in the nursery and reception class are developing positive attitudes to their learning. They have quickly learnt to share their toys and resources and concentrate well on their different activities and lessons.
14. The behaviour of most pupils is good both in lessons and around the school. The school has very clear expectations of good behaviour and supports those individuals who find this difficult. In the majority of lessons, pupils learn without being disturbed by other pupils. They are well aware of the different sanctions, and feel that the various rewards, such as 'golden time' and 'house points', motivate them to behave and to do well. The school has recently implemented strategies for managing those pupils who exhibit more challenging behaviour. The use of 'thinking tables', the 'thinking room' and 'diamond time' has been very successful in 'turning around' the behaviour of some pupils who now recognise that *"there is less hassle and more*

benefits”if they respond appropriately. Consequently, there are now fewer exclusions (see table below). Racial harmony is a strong feature of the school and there are very few incidents of bullying or oppressive behaviour. The rare incidents of this are taken seriously and dealt with promptly and effectively. Pupils do not feel that bullying or racism is a problem in the school. Older pupils feel that the introduction of the buddy system has been instrumental in resolving playground conflicts and difficulties. They welcome the trust placed in them to undertake this responsibility, which has been successful in developing their confidence and self-esteem. The improved attitudes and behaviour of pupils contribute significantly to the satisfactory levels of achievement seen in many lessons.

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	77	5	0
White – Irish	2	0	0
White – any other White background	13	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Asian	4	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – Bangladeshi	9	0	0
Asian or Asian British – any other Asian background	34	0	0
Black or Black British – African	19	0	0
Black or Black British – any other Black background	1	0	0
Chinese	1	0	0
Any other ethnic group	4	0	0

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

15. Pupils’ personal development, including spiritual, moral, social and cultural development, is good overall. This represents a significant improvement since the last inspection. The development of pupils’ spiritual understanding is satisfactory. Teachers value pupils’ ideas and this helps to develop feelings of self worth and enjoyment of school. In religious education, pupils learn about the celebrations and beliefs of other faiths, for example, Diwali, the Hindu festival of light. The daily act of collective worship is very meaningful, thought provoking and inclusive of all religions represented in the school. These opportunities help pupils to develop appreciation of other beliefs, a sense of community, and shared values.
16. Pupils’ moral development is good. The school effectively teaches the principles that distinguish right from wrong. Pupils and teachers discuss and agree class rules together. Pupils respond positively to this, enjoying their work and showing care for the school. They learn to consider those less fortunate than themselves; for example, by helping to raise funds for the Red Cross, the Royal National Lifeboat Institution and Great Ormond Street Hospital.
17. Provision for pupils’ social development is good. Clear rules, and guidance on considering others, lead to good relationships among all members of the school community. Pupils learn to accept community responsibilities, such as acting as a ‘buddy’ for younger pupils at

playtimes. They carry out such duties with increasing confidence. The school has a secure environment in which pupils feel cared for. After school clubs also offer good opportunities for pupils to develop socially.

18. Pupils show good appreciation of their own and others' cultural traditions. The high profile of art and music in the school provides a culturally rich school environment. Displays around the school effectively reflect our culturally diverse British society. Multicultural understanding is further promoted through activities in dance, drama, music and art. For example, pupils were observed making 'divas' and 'rangolis' for the Diwali festival.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.1	School data	1.2
National data	5.4	National data	0.5

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

19. Attendance levels in the school are poor. They are well below the national average and include high levels of unauthorised absences as shown above. Attendance levels have fallen steadily over the last three years. They are significantly lower than those reported by the previous inspection, when it was raised as an issue for improvement. The low attendance rate is partly due to a small number of children with difficult family circumstances, and partly to families taking holidays in term time. The school and the educational welfare officer have taken firm action to address this issue. However, it is evident that the poor attendance of many of these pupils limits the standards they reach in school. This is exemplified in the high percentage of pupils on the special educational needs register who have unsatisfactory levels of attendance. Parents or carers of these children are not supporting their children's education by ensuring regular attendance. A small number of parents do not place sufficient importance on a punctual start to the school day, although some lateness is caused by traffic congestion and public transport problems.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching is of a satisfactory standard across the school. The school's curriculum meets the requirements of the National Curriculum and is enriched with a good range of extra curricular activities and school visits. Staff look after pupils well, safeguarding their welfare and safety. The school enjoys the broad support of parents and a minority actively contributes to school life.

Teaching and learning

The quality of teaching and learning is satisfactory overall. It is satisfactory in the Foundation Stage and in each Key Stage. In Key Stage 2, there is more variation in the quality of teaching: it is good or better in approximately one in every two lessons, but unsatisfactory in one in ten lessons. In most lessons, pupils acquire new knowledge and skills, and increase their understanding as expected. Assessment arrangements are unsatisfactory. Although the school is introducing new assessment procedures, the data is not yet complete enough to be usable.

Main strengths and weaknesses

- The teaching seen in mathematics and physical education at Key Stage 2 was good.
- Lesson planning is thorough with clear learning objectives, which get pupils thinking.
- Most teachers firmly insist on high standards of behaviour.

- Most pupils find lessons interesting and believe that teachers are fair to them and listen to their ideas.
- Teachers are not yet methodical enough in assessing pupils' understanding to be able to consistently set tasks at the right level of difficulty.
- Teachers make too little use of computers to support learning.

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	6 (17%)	7 (19%)	21 (58%)	2 (6%)	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.

20. In English, teaching is satisfactory in both key stages. Year 2 lessons exemplify how incisive teacher questioning can raise the quality of pupils' responses; for example, in getting them to think of more descriptive adjectives. However, in other lessons, teachers' expectations of what pupils can achieve in speaking or in writing are too low. In the mathematics lessons seen, teaching was satisfactory in Key Stage 1 and good in Key Stage 2. The good teaching featured lessons moving along briskly, and teachers keeping pupils well focused on improving their mathematical skills. Mathematics teaching, however, makes far too little use of computers to support learning. Teaching in physical education in Key Stage 2 is good and includes effective gymnastics skills development. In all other subjects where enough lessons were seen to be able to make a judgement, teaching is satisfactory.
21. Teachers plan lessons thoroughly, stating clear and precise learning objectives. They share these objectives with pupils at the start of lessons and this gains the attention of the class and focuses their thinking. Lessons often conclude with an evaluation of the extent to which learning objectives have been met. This alerts both teachers and pupils to areas that need more work on them.
22. A good variety of tasks and activities generally keeps lessons moving along briskly, and pupils interested. In a minority of lessons, however, explanations are over long or pupils are not active enough. This results in the momentum of learning being lost and, in some cases, to pupils becoming restless. Consequently, progress is impeded.
23. The whole-school focus on improving behaviour is having a very positive impact on learning. Teachers consistently apply the rewards and sanctions listed in the behaviour policy, leaving pupils in no doubt about the consequences of displaying either desirable or inappropriate actions. In many lessons observed, the teacher effectively used a routine of 'freeze', then 'meltdown', which turned distraction into focus. In the majority of lessons, such strategies are enabling pupils to concentrate well, and the teacher to teach, with very few interruptions. This positive learning environment is already contributing to higher pupil achievement in lessons, although its impact over time is not yet evident.
24. Most pupils find lessons interesting and enjoy learning new things. They feel that they get the help they need and are listened to. Pupils appreciate teachers' fairness and the trust that teachers place in them. Inspectors observed good relationships in classrooms and, in most lessons, found the learning environment to be conducive to progress.
25. Progress in lessons is generally satisfactory. Pupils remember previous learning reasonably well and acquire new learning through careful listening and trying to apply new skills. For example, in a Year 5 and 6 gymnastics lesson seen, pupils concentrated on the teacher

guidance very well and were able to assemble previously learned body rolls into sequences of rolls, which they then presented to the class.

26. Procedures for the assessment of pupils' knowledge, skills and understanding are unsatisfactory. Although teachers apply regular tests of what pupils have learnt, there is currently no effective whole-school system for monitoring pupils' progress across the curriculum. This leaves staff with insufficient information on attainment levels to be able to set tasks at the right level of difficulty for different groups of pupils or individuals. The school is aware of this and has already begun to introduce a computerised database of pupils' attainment levels that will resolve this issue.
27. The lack of readily accessible assessment data results in some lesson tasks being insufficiently challenging, and occasionally, tasks being too difficult. A poor match of task to pupil ability is more likely where pupils are taught in mixed age groups. For example, in a Year 1 and 2 mathematics lesson observed, all but one of the Year 2 pupils were given a similar task, even though their abilities varied considerably. As a result, the more able pupils did not make as much progress as they could have. For mathematics in Key Stage 2, and English throughout the school, each year group is taught as a single class. This enables the teacher to set different tasks for the various ability levels within the year group, thus facilitating progress.
28. Teachers generally make effective use of their teaching assistants by deploying them with a specific group of pupils. However, teachers allocate insufficient teaching assistant time to working towards the individual learning targets of pupils with special educational needs, and to helping pupils speaking English as an additional language with their language acquisition. In these respects, teaching does not effectively cater for pupils of all abilities or ethnic backgrounds. This is referred to in more detail later in this report. (*paragraph 55*)
29. Overall, staff make appropriate use of the school's educational resources to support learning. Classroom computers, however, are greatly underused as an aid to learning and this denies many pupils the opportunity to enhance their progress across the curriculum.

The curriculum

The curriculum is satisfactory overall and meets the needs of the pupils in most subjects.

Main strengths and weaknesses

- Good provision for pupils' personal, social and health education.
- A wide range of opportunities for curriculum enrichment.
- Unsatisfactory planning for a progression of skills and understanding in mathematics.
- Unsatisfactory provision for pupils with special educational needs.
- An above-average number of staff and support staff aids the effective delivery of the curriculum in most subjects.
- Insufficient resources for some areas of the curriculum.

Commentary

30. The school provides an appropriate and inclusive curriculum, which meets the needs of pupils, regardless of their gender, background or ethnic group. There is a strong and successful emphasis on personal, social and health education. The personal, social and emotional development of children in the nursery and reception classes is good. Children show developing concentration and growing confidence in trying new activities. In Key Stages 1 and 2, this area of the curriculum is taught as a subject in its own right, as well as being effectively integrated into the teaching of science, religious education and physical education. A sensitive programme of sex education helps older pupils to cope with the adolescent changes they are

beginning to experience. Further detail of personal, social and health education is given at the end of this report. (*paragraph 119*)

31. The curriculum for English follows the National Literacy Strategy and thus provides a carefully sequenced programme of learning. The mathematics curriculum, however, while drawing on the specified areas of mathematics in the National Numeracy Strategy, does not plan for pupils' progressive acquisition of mathematical skills, year on year. This is referred to in more detail later in the report. (*paragraph 84*) The school meets the requirements of the locally agreed syllabus for religious education. All other subjects follow the schemes of work suggested by the Qualifications and Curriculum Authority and in this way systematically cover the National Curriculum. Some aspects of information and communication technology, however, are not covered in sufficient depth. The curriculum meets statutory requirements.
32. Pupils benefit from a wide range of extra-curricular activities including an art club, a computer club, netball, football, choir and the 'Jesters' after school club. These are well patronised and make an effective contribution to pupils' educational and personal development. Visits by theatre groups and musicians are a regular feature of school life, and pupils perform at venues outside the school, for example at the Fairfield Halls Music Festival. All these enhancements to the curriculum bring life and meaning to pupils' learning.
33. Curricular provision for pupils with special educational needs is unsatisfactory. Although there are good levels of support for these pupils in classrooms, this help is not always directed specifically towards meeting pupils' individual learning targets. Some targets identified for pupils are too general and do not provide step-by-step objectives to take pupils forward in manageable stages. There is a high number of pupils identified as having special educational needs but some of these needs are not recognised at an early enough stage. As a result, some pupils do not receive the provision they need soon enough. The co-ordinator for special educational needs is aware that the identification process is not systematic enough and is currently reviewing arrangements for this. There are no pupils with Statements of Special Educational Need. The school does not keep a register of gifted and talented pupils and is therefore not able to effectively meet the needs of such pupils.
34. The school has an above average number of teachers and support staff for the number of pupils on roll. This allows relatively small class groups, which, in turn, provide more individual attention for pupils. All staff are suitably qualified and experienced to satisfactorily deliver the school's curriculum. The use of specialist teachers for art and music contributes to the good level of provision in the arts. A behaviour support manager leads the school in its successful drive to improve pupils' behaviour.
35. The school's accommodation is spacious, with specialist areas dedicated to art, information and communication technology, and music. Learning resources for most subjects are of good quality and systematically stored for easy access. However, there are too few books to support the teaching of reading and for research in other subjects. Resources for science, design and technology and music are also inadequate. Discussion with a Year 6 pupil revealed that he would have liked to use wood and metal to explore the creation of his musical instrument in design and technology, but none was available. There is also a limited range of large construction equipment for children in the Foundation Stage. The School Improvement Plan makes financial provision for addressing these shortages.

Care, guidance and support

Systems to ensure pupils' health, safety and welfare are effective and pupils are well supported during their time at school. Procedures to monitor and support pupils' personal and academic development are satisfactory. The involvement of pupils in the school's work and development is satisfactory.

Main strengths and weaknesses

- The good level of care for pupils.
- Induction processes to the school and support for new pupils are very well developed and this enables them to settle into school quickly.
- Pupils have good access to well-informed support and guidance in their personal development.
- Pupils think that the school supports and consults with them effectively, but feel that a school council will give them more of a voice.

Commentary

36. This is a caring school. Teachers and support staff know the pupils in their classes and provide a supportive environment for them. Arrangements for Child Protection and procedures relating to health and safety are securely in place with risk assessments regularly undertaken. The induction process into the school is well thought out and effectively implemented. Children in the nursery and reception classes settle happily because of the kind and caring way they are introduced to their teacher and classmates. Transition arrangements for older pupils ensure that progress to the next stage of education is as smooth as possible.
37. There are good procedures to monitor and support pupils' personal development. Behaviour contracts and support plans help those pupils who find difficulties in responding appropriately in class, and successfully promote their inclusion in school life. This assistance is making a significant contribution to pupils' personal and academic development by helping to set boundaries and raise their confidence and self-esteem. Parents speak very positively about the school and feel it promotes equality and treats pupils fairly. They feel that the 'Jesters Club' is a valuable after-school provision.
38. Procedures for monitoring pupils' academic progress are currently under review. This is referred to in more detail in the section on Teaching and learning (*paragraph 26*). Where individual targets are set in reading, English and mathematics, pupils are aware of how they are getting on and this contributes effectively to their learning, promoting good achievement. However, not all teachers yet make best use of individual targets.
39. Pupils feel that this is a very safe and secure school. They think they are well consulted and that their views are taken into consideration through 'circle time'. Older pupils are currently involved in decision-making through the 'buddy system', but believe that the proposed school council will give them more of a voice. Pupils are confident that they can turn to a member of staff if they have any concerns, and that any issues or problems will be dealt with swiftly.

Partnership with parents, other schools and the community

The school has established a satisfactory partnership with parents, although there is scope to extend this. It has good links with the community, which add value to the education provided.

Main strengths and weaknesses

- The school seeks close links with all of its parents.
- Parents receive good information about their children's progress.
- Links with the local community and with other schools provide clear benefits for pupils.

Commentary

40. Teachers and teaching assistants work hard to build positive relationships with parents. Nursery staff make parents very welcome, and this helps the children to settle quickly to school life. Teachers in Key Stages 1 and 2 seek to involve parents of all social or cultural backgrounds in their children's education. As a result, some parents are actively involved in helping in school; for example, in making resources for use in lessons or helping to supervise pupils on school visits. Although the school tries hard to encourage more parents to become involved, relatively few parents feel able to make a regular commitment. The school enjoys the broad support of parents and pupils, whatever their ethnic background.
41. Weekly newsletters detailing events, achievements and general matters, keep parents well informed of what is going on. Regular teacher-parent consultations and good quality annual written reports provide clear information on how children are progressing and what they need to aim for next.
42. The school has developed good links with the community and these directly extend pupils' learning opportunities. For example, local police show their uniforms and motor bike to the youngest pupils and this successfully stimulates writing and drawing activities. Links with other local organisations including Wimbledon Football Club, Kingston Leisure Centre, the Fairfield Halls, Croydon, and a large chemicals company considerably broaden the curriculum and make learning fun. Older pupils visit the local church and senior citizens' centre, learning to think more deeply about life.
43. Links with other schools and colleges are satisfactory and provide clear benefits. Suitable links with local secondary schools and pre-school settings help to ensure a smooth transfer between phases of schooling. The school has recently become part of a cluster of local schools, which organises many joint events for the benefit of the pupils. Links with colleges provide '*work experience*' students who give valuable extra help in classrooms, but the school is not currently involved in initial teacher training.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The acting headteacher provides good leadership and is ably supported by other key staff. Governors are closely involved in the work of the school and provide satisfactory governance overall. Management systems within the school, including financial management, are satisfactory.

Main strengths and weaknesses

- Governors and staff share a determination to raise standards and morale is high.
- Governors have improved their monitoring of the curriculum.
- The school improvement plan sets appropriate priorities for the school and includes comprehensive plans to achieve them.
- The headteacher is working hard to maintain continuity of leadership as the new headteacher takes up his post.
- The management of provision for pupils speaking English as an additional language has remained unsatisfactory since the last inspection.

Commentary

44. Governors are committed to raising standards in the school. They are aware of the school's strengths and weaknesses and work closely with staff to move the school forward. Governors have fully addressed the key issue raised in the last inspection to improve their monitoring of the curriculum. They now have good links with teachers who are subject leaders and visit the school regularly to discuss curriculum developments and observe pupils' learning. Governors challenge school management staff on issues such as special educational needs and finance, and thus shape the vision and direction of the school. However, the present level of governor involvement is a relatively recent feature of the school, and so has not yet had very much

impact on school provision. A full complement of governors has not yet been recruited. Statutory duties are fulfilled except for the omission of certain items in the school prospectus.

45. The commitment to raise standards is shared by governors and staff alike. Teachers are enthusiastic to meet the high management expectations for school improvement. All staff are clear about their roles and responsibilities and work effectively as a team. An informative staff handbook and a staff induction booklet enable new staff quickly to become familiar with routines and procedures.
46. Positive steps have been taken to improve many aspects of the school's provision. Examples include the deployment of a classroom assistant in every class, staff training links with a 'beacon school', the employment of specialist teachers for art and music and the recruitment of a behaviour support consultant. These measures have been successful in achieving the intended improvement, as illustrated by standards of behaviour across the school. The inspiration and hard work of the acting headteacher and senior staff have raised morale in the school to a high level.
47. A comprehensive school improvement plan clearly prioritises the school's most important development needs. Action plans reflect the school commitment to raising standards and include practical steps to be taken. Staff responsible are identified, finance is made available, and progress with initiatives is systematically monitored. This is an effective management tool.
48. The headteacher has recently introduced arrangements to monitor teaching and the curriculum. Subject leaders work with other staff to discuss better ways of delivering lessons, and some observe colleagues teaching. Although this is at an early stage of development, staff are committed to the monitoring system and are positive about its potential to raise standards. The school undertakes self-evaluation and this too provides direction for school development. The management of provision for pupils speaking English as an additional language (EAL), however, is unsatisfactory. The work of the funded specialist teacher is not effectively linked with the work of class teachers and systems for monitoring EAL provision are unclear. Further details of this are given later in this report. (*paragraph 55*) In all other ways, school staff are successful in ensuring the full inclusion of all pupils in the learning opportunities provided.
49. The headteacher and governors carefully monitor budget expenditure. Resources, including finances, are well managed and the school makes sure that best value is gained on all services and supplies. Day-to-day financial procedures run smoothly. The school has prudently accumulated above-average budget reserves for planned major site and buildings improvements, and to allow the incoming headteacher to review expenditure plans.
50. The high turnover of staff, including headteachers, the very high mobility of pupils and growing number of EAL pupils have been significant barriers to school improvement in recent years and have had a marked effect on pupils' performance. Nevertheless, the school's awareness of its own strengths and weaknesses and ability to translate these into clear action plans place it in a good position to improve.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	885418	Balance from previous year	75276
Total expenditure	759832	Balance carried forward to the next	175772
Expenditure per pupil	2620		

OTHER SPECIFIED FEATURES

Provision for, and standards achieved by, minority ethnic and traveller children

Provision for minority ethnic children is satisfactory with the exception of those who need support in English language acquisition. Provision for traveller children is satisfactory.

Main strengths and weaknesses

- Teachers successfully promote the full inclusion of ethnic minority pupils in the learning.
- Good classroom support enables ethnic minority and traveller children to learn as well as other pupils.
- Small class sizes contribute to the overall satisfactory achievement of both of these pupil groups.

Commentary

51. Teachers generally deploy teaching assistants with a group of those pupils who need most help in the subject being taught. This group will often include minority ethnic or traveller children and, where this is the case, good support enables these pupils to achieve as well as can be expected.
52. Teachers know their pupils well, even though they have too little documented assessment information about their attainment levels. Most staff are aware of the difficulties that some ethnic minority pupils or traveller children will encounter with tasks and offer their own or the teaching assistant's support as they judge necessary. For example, in a Year 1 English lesson seen, both the teacher and the teaching assistant were aware of the pencil control difficulty experienced by a traveller child and the limited attention span of some ethnic minority pupils. The teaching assistant provided appropriate support for these pupils, compensating for their particular difficulties and enabling them to make satisfactory progress with their learning. The small number of pupils in the class was a significant factor in making the task of addressing the learning difficulties of ethnic minority and traveller children manageable.
53. Discussion with older ethnic minority and traveller pupils revealed that they receive regular help from classroom support staff. One of these pupils described how she had found *fractions* difficult, and how the teaching assistant had '*explained it in a different way*', helping her to understand the concept. Pupils expressed their appreciation of the help they receive and feel that it generally helps them to understand lessons.

Provision for, and standards achieved by, pupils with English as an additional language (EAL)

Provision for pupils with EAL is unsatisfactory because there is too little specific support for them in acquiring English. Consequently, the standards they achieve are slightly below those of other pupils. The key issue from the last inspection, relating to provision for pupils with EAL, has not been satisfactorily addressed.

Main strengths and weaknesses

- Pupils are properly assessed for their language needs.
- Pupils' home languages are generally well promoted in displays around the school.
- There is limited available specialist support.

- Teachers do not plan systematically to meet individual and group needs, other than in specialist teaching sessions.
- There are no clear arrangements for monitoring EAL provision.

Commentary

54. A high proportion of the school's pupils speak English as an additional language. Many of these are either new arrivals to the school or at an early stage of language acquisition. Therefore the quality of this aspect of the school's provision impacts significantly on overall standards in the school.
55. In lessons, where class teachers' planning takes account of the needs of EAL pupils and tasks are appropriate, these pupils achieve well. For example, in a Year 6 English lesson, the teaching assistant worked with a new arrival to the school, using a dictionary in the pupil's home language to support his writing. In a Year 2 lesson, the teacher used a practical learning approach, with good visual aids, to enable pupils with EAL to achieve the lesson objective of sentence writing. However, some teachers are not fully aware of the range of language needs of the identified pupils and do not make enough use of available expertise in this field to plan appropriate tasks for learners of English. Many pupils speaking EAL form part of the lower attaining group in the class and are supported by classroom assistants, who have limited training in language acquisition. Consequently, while a few higher-attaining pupils acquire sufficient English quite quickly, others encounter language barriers to their learning across the curriculum.
56. Pupils with EAL, participate well in lessons. They behave well, listen with interest and are keen to learn.
57. Pupils are suitably assessed and accurately classified into distinct stages of English language acquisition. However, provision from this point on does not effectively address their needs. The school has insufficient resources such as word and story picture cards, story tapes, dual language texts and dictionaries in different languages. Following the recommendation in the previous inspection, the school has carefully revised its policy for EAL. However, this policy is not closely followed in practice. Arrangements for monitoring the school's EAL provision and the success of the policy in meeting its aims are unclear.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

58. The overall quality of Foundation Stage provision is satisfactory. This is a similar picture to that reported in the last inspection. Although the majority of children have attended some form of pre-school provision, overall skill levels on entry to the nursery are well below average. Nursery children attend for mornings only and begin their full-time education in the reception class in the September or January before they become five. At the time of the inspection, most reception children were still under five. Children are suitably prepared for transfer to Year 1. The curriculum is appropriately planned to provide a range of interesting and relevant activities, which are generally well matched to the children's needs. Staff set good role models for the children and manage them well. They work as a very cohesive team, carefully monitoring all children's progress. The accommodation is satisfactory and children have access to their own outside area. Learning resources are satisfactory overall. Currently the reception children share the nursery's outdoor equipment for a few minutes daily, but there are plans to improve the outdoor facilities for the reception class in the near future.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the good teaching and the clear expectations set by staff.
- Every opportunity is taken to enhance children's development, and most children are on course to reach the expected early learning goals in this area by the end of the year.
- Children of all different backgrounds work and play in harmony.

Commentary

59. Children settle down quickly and feel happy and secure. They learn to share and take turns. Most children in the nursery know the routines well and settle to tasks quickly. Staff constantly encourage children to feel confident about what they can achieve in a variety of learning situations, such as sharing refreshments or tidying up after work. Most children are attentive, eager to learn, and enjoy sharing their work with others. They co-operate well in groups, and learn to put hands up to participate in discussions. Most children show developing concentration and growing confidence in trying new activities.
60. Staff create a supportive atmosphere where each child is made to feel very special. They provide many good opportunities for working in pairs or small groups and this supports pupils' social development well. Staff effectively teach children the difference between right and wrong and guide them sensitively towards showing consideration and respect for property and for each other. They effectively use available space to organise a suitable range of activities in well defined areas, thus supporting progress and encouraging independence.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Stimulating imaginative play areas.
- The well-established home reading system.
- Attainment is well below average.
- Insufficient challenge for the older nursery children to begin more structured learning.

Commentary

61. A high number of children do not have English as their first language and so overall English language skills on entry to the nursery are well below expected levels. Consequently, only a small minority of children are likely to reach the early learning goals by the end of the reception year. In stimulating play areas such as the police station, children play imaginatively, using a very good range of relevant clothes and other items to stimulate speech and to learn about the police. Children are encouraged to listen attentively to staff, but few are able to follow and respond with understanding, for example, when asked to explain their favourite parts of a story. A system of regular exchange and sharing of books with parents and teachers effectively enhances children's love for books and ability to recognise words. Reception staff teach children to link sounds with letters and learn new vocabulary. For example, in a small group activity, children learnt to label police items such as, badge, notebook and walkie-talkie. In groups such as this, working closely with an adult and enjoying individual attention, children make good progress. In Some reception year children begin to recognise simple everyday words. Reception activities have a well-planned language focus; for example, children enjoy using pencils and regularly practise writing their names, although most are still at the early stage of making marks on paper.
62. The quality of teaching and learning is satisfactory overall, and the good level of support provided, ensures that most children achieve as well as can be expected. However, the older nursery children do not receive a specifically planned programme of opportunities to prepare them for the more structured learning that they will encounter in the reception class. Teachers question children thoughtfully and listen carefully to what they have to say, although other staff do not always persevere in drawing out speech from children. Clear demonstrations and use of picture information enable children, including those new to English, to understand what they have to do.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- A good range of practical opportunities helps children achieve as well as can be expected.
- Attainment is well below average.
- There is insufficient challenge for more able children.

Commentary

63. Children make satisfactory progress from the low level of skills on entry. In the nursery, children match, sort and count using everyday objects. They stick gummed shapes together and learn to name these, but very few can identify or match basic shapes. A few are adept at jigsaw puzzles and gain some knowledge of capacity and weight from practical experiences with sand and water. Older nursery children are beginning to count to five, with some of the

most able children understanding numbers to ten. Reception children learn to make simple comparisons and use words such as 'bigger than' and 'smaller than'. They do not yet describe objects by shape, size, colour or quantity when working with construction equipment. For many, it is their English skills limit such comparisons and descriptions.

64. Teaching and learning are satisfactory. Teachers plan a good variety of interesting practical activities to promote mathematical understanding. They use a repertoire of number rhymes and songs, such as *Five Little Speckled Frogs* to help children learn to count. Although staff enable children to sustain interest in activities, they do not sufficiently extend more able children through challenging tasks and probing questioning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The wide range of interesting activities.
- Attainment is well below average.

Commentary

65. Children explore the properties of different materials; for example, they enjoy free play with sticky mixtures or play dough, and mould clay to make Hindu 'divas'. A police car is brought into the school grounds, as part of the learning about people who help us, and children find out about police work by listening and talking to the visiting policemen. However, few are sufficiently confident in asking questions to find out how things work. Children thoroughly enjoy the experiences of working with sand and water. They use materials, such as paper, card and textiles to develop cutting, joining, folding and building skills. For example, reception class children make a police car out of junk materials and are encouraged to talk about this work. Most children are developing computer skills and increasing their ability to use the mouse to move items on the screen.
66. The quality of teaching and learning is satisfactory. Staff support children's understanding through a variety of opportunities for them to explore and enquire. The wide range of everyday objects in the home corner and play-kitchen, and areas for role-play, such as the well set up 'Police Station', effectively promotes learning. Staff provide a good balance of teacher-directed and child-initiated activities. There is effective adult intervention in activities and encouragement for children to explore new ideas.
67. Whilst the children have a good range of experiences in this area of learning, their limited knowledge and understanding on entry to the school have an adverse effect on attainment levels. Their lives are centred around their homes and families and very few have experienced the wider world.

PHYSICAL DEVELOPMENT

68. No sessions focused on physical development were observed during the inspection, so it is not possible to make an overall judgement of provision. However, observations of the children in their play areas, and of their manipulative skills in other areas of learning, indicate that attainment levels are below average and most children are unlikely to meet the expected goals by the end of the reception year. The outdoor play observed lacked focus, and was mainly used for children to 'let off steam'. Children develop their manipulative skills by handling dough, scissors and brushes. Some hold a pencil correctly and show satisfactory control of brushes, but many find this difficult. Most children demonstrate reasonable hand-eye co-ordination; for example, they handle small construction equipment with some dexterity. There is however, a

lack of stimulating large construction equipment to further enhance children's physical development.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Well structured role play helps children to develop their imagination.
- By the time they leave reception, most children are likely to achieve the early learning goals.

Commentary

69. In stimulating play areas like the home corner and the 'police station', children are excited by learning and play creatively. They thoroughly enjoy dressing up and taking on adult roles. Children join in favourite songs and respond to sound with body movements. They work creatively on a large scale by producing a class mural. Children use paint and mix different colours, and most name basic colours correctly. They use clay, cardboard, sticky paper and glue to create models and add finishing effects such as glitter. Most children show obvious enjoyment, take pride in their work and, when encouraged, talk about what they are doing with limited vocabulary.
70. Satisfactory teaching in this area results in a sound quality of learning and good involvement of all children in the activities. Staff sensitively guide children in their creative activities, helping them to enjoy success.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Results of the 2003 National Curriculum tests showed a dramatic improvement by last year's 11-year-olds.
- Standards in reading showed an upward trend for Year 2 pupils.
- Teachers provide too few opportunities for pupils to develop their speaking skills.
- The presentation of older pupils' work is sometimes untidy.
- The National Literacy Strategy is not sufficiently adapted to support lower attaining pupils and pupils on different stages of English language acquisition.

Commentary

71. Key Stage 1 National Curriculum tests in 2003 showed that standards of reading were rising and that, while still well below the national average, standards matched those achieved by similar schools. The tests showed falling standards of writing in Key Stage 1 that were well below those found in similar schools. Standards in English at Key Stage 2 are rising because of the school's focus on improvement in this subject. This was evident in the latest Year 6 National Curriculum test results, which were close to the national average. However, standards vary year by year, largely because each successive Year 6 group differs significantly in ability.
72. Inspection findings show that the reading and writing of the current Year 6 pupils are well below average. This is mainly due to the make up of the pupils in the present Year 6 class: only one-third of this group has remained at this school since the reception year, and the percentage of pupils with special educational needs, or for whom English is not their mother tongue, is very high. Standards of work by the present Year 2 pupils are lower than those reported in the previous inspection, while Year 6 standards are broadly similar. In all year groups there is a wide span of capability and most pupils achieve reasonably well.
73. Pupils with special educational needs are not always well supported with tasks that work towards their individual learning targets. Teachers do not assess their understanding accurately enough to be able to consistently set them work at the right level of difficulty. Pupils speaking English as an additional language do not get enough help with language acquisition. As a result, many of these pupils do not achieve as well as they should.
74. Standards of speaking and listening are low. Teachers pay close attention to the development of reading and writing, but the development of speaking is not often carefully planned. A few pupils speak English articulately, but many remain quiet, or speak in single words and short phrases rather than whole sentences. Where teaching is strong, teachers use interesting activities that promote speaking and listening. For example, in a Year 2 story-writing lesson, pupils were encouraged to discuss their ideas with a partner and this helped them to develop speaking skills and story ideas simultaneously. Overall however, opportunities to help pupils extend their vocabulary through class discussions, or by repeating or explaining unfamiliar words, are limited. Pupils' listening skills are better than their speaking skills by Year 6. This is due, in part, to good relationships between pupils and teachers and effective and consistent management of pupils' behaviour.
75. Reading skills in English are below average across the school. Guided reading sessions are well structured and challenge pupils' reading comprehension. In most classes, reading is effectively promoted through the careful matching of texts to pupils' levels of understanding.

Pupils have strategies to tackle words which they find difficult. In Year 6, some pupils read fluently and expressively. Most are aware of different types of fiction, such as fantasy and adventure, but few are skilled at explaining what they like or dislike about books. Many pupils read competently at more literal levels but find difficulty in interpreting more subtle meanings within texts. In general, research and information skills are not well developed. Reading areas in classrooms and the library are under- resourced and not as stimulating as they might be.

76. The standards of writing of the current Year 2 and 6 pupils are well below average. From an early age pupils are encouraged to write for a range of purposes. While some Year 2 pupils only write single phrases or sentences, others write short accounts and stories. In one Year 2 lesson observed, most made good attempts to write their own story independently, inspired by the story of *'Mr. Gumpy's Outing'*. Pupils' use of punctuation gradually improves as they move through the school, but is still weak by age 11. By Year 6, pupils write for a satisfactory range of purposes, but very few show adventurous uses of vocabulary or writing style in their work. Handwriting through the school is generally legible, but teachers do not always insist that pupils apply skills learned in handwriting practices to their everyday writing. Consequently much written work is poorly presented. Approximately half of the pupils satisfactorily develop spelling skills, from the early use of phonetic strategies to remembering regular patterns and rules in complex words. However, owing to the high proportions with English as an additional language and with special educational needs, overall progress with spelling is slow, especially where the support is not well matched to the individual targets set.
77. The quality of teaching is satisfactory overall. The good teaching in Year 2 is raising both the standard of pupils' responses and the quality of their learning. In the best lessons, teachers focus on specific writing objectives, challenge pupils to use more descriptive vocabulary, and insist that pupils apply previously acquired skills. One Year 6 lesson observed effectively helped pupils to include all elements of a good story in their story plans. In other lessons, however, expectations are sometimes too low, particularly of pupils' speaking and writing standards. Many tasks rely on worksheets and these often restrict pupils' opportunities to write independently or use creative ideas. Teachers often take too few opportunities to urge pupils to speak at length and to initiate ideas. When holding class discussions, they often do not adequately include those who are reluctant to speak.
78. Procedures for assessing pupils' work and progress are not well established. The information obtained from analysis of test results and other assessments, is not well used in teachers' planning. Some marking of pupils' work does not tell them how to improve. Teachers check and record progress in reading but do not often monitor pupils' understanding of the texts. This makes it difficult to select texts that will extend pupils' skills of inference or deduction. Higher-attaining pupils would benefit from more rigorous questioning about the texts they read; for example, being asked opinions about characters and motives, the meaning of titles, and about why they have enjoyed a book.
79. The leadership and management of English are satisfactory. The school has identified the right priorities for future improvement and is well placed to develop the subject further. Resources are constantly updated, and plans are in hand to improve the library to provide greater accessibility and a wider range of non-fiction books. The National Literacy Strategy is fully implemented and the school has recognised the need for it to be adapted to cater for the specific needs of groups of pupils. The school offers a satisfactory curriculum, which could be further enriched by increased opportunities for pupils to write at length, and by inviting writers or poets to share their experience and enthusiasm.

Language and literacy across the curriculum

80. Staff make insufficient use of pupils' language and literacy skills in other subjects. For example, science lessons for older pupils do not often require them to record their findings in their own way. In humanities subjects, few pupils develop a self-assurance in narrating

accounts or expressing written views on a range of themes. Pupils are not sufficiently guided to use computer technology to develop and record poems and stories, or to illustrate these with pictures from 'clipart' or the Internet.

MATHEMATICS

Provision in mathematics is **unsatisfactory**, largely due to the lack of clear whole-school planning for progression in pupils' skills and understanding.

Main strengths and weaknesses

- Standards are well below those found in similar schools. In neither key stage do pupils achieve as well as they should.
- Standards have not improved since the last inspection and the key issue relating to raising attainment in mathematics has not been satisfactorily addressed.
- Many pupils do not present their work neatly enough.
- A clear progression of learning is not built into the teaching programmes for each year group.
- Teachers make insufficient use of computers to support mathematical learning.
- The quality of the teaching seen in Key Stage 2 during the inspection was good.

Commentary

81. Pupils in Key Stage 1 learn to calculate 'ten more than' and 'ten less than' numbers up to 50. Although most pupils master such concepts during the lesson, few of them can perform the same calculations orally a few weeks later. Pupils find it difficult to add and subtract small numbers. They use coins to make up amounts of money such as 70p or 45p, but few are able to make up more difficult amounts, such as 92p. Pupils identify basic two- and three-dimensional shapes and some can sort these by their properties. Evidence in exercise books shows that the achievement of some Year 2 pupils is hindered by the completion of tasks that are too easy for them and that there is no clear step forward from the achievements of the Year 1 pupils.
82. Pupils in Key Stage 2 progress to multiplying and dividing numbers and combining these operations with addition or subtraction. Most recognise that division is the inverse operation of multiplication but few make links between mathematical concepts; for example, Year 5 pupils are not clear that an improper fraction such as $\frac{8}{2}$ can be read as division and that it is the same as 4. By Year 6, pupils express proportions of amounts as percentages, fractions and ratios, but they do not yet simplify ratios, such as 6:3. Pupils solve problems involving one mathematical operation, but are not confident in solving two-step problems. Exercise books include examples of some activities that are too easy for groups of pupils and others that are too difficult. In either case, pupils' achievement is hindered. Work is sometimes poorly set out and this occasionally leads to calculation errors.
83. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. This represents a clear improvement in provision since the last inspection. The best features of the teaching observed were the very good management of pupils' behaviour, the lively pace of learning and the amending of planned activities on the basis of evaluations of previous lessons. On the other hand, teachers do not make enough use of basic mathematical computer software to support the learning of concepts such as ordering numbers or shape sorting. In this way, valuable opportunities for pupils to grasp concepts and consolidate learning are missed. Appropriate use is made of most other learning resources, although in some lessons, staff could make more use of tactile counting and sorting equipment to help pupils with special educational needs. A few lessons begin with a quick written mental arithmetic test, instead of more valuable oral calculations and discussion of mental methods. This denies pupils opportunities to rectify misconceptions and try out new strategies.

84. The management of mathematics is satisfactory. The subject leader works closely with the local education authority in monitoring classroom practice and teaching plans. The curriculum is drawn from the National Numeracy Strategy, but is not systematically organised to ensure progression of learning through the *key objectives*, year on year. **This is the main weakness in provision and is causing a significant number of pupils to underachieve.** Teachers use several commercial mathematics schemes, and so do not benefit from the progression of learning built into any one scheme. The lack of regular assessment information also makes it difficult for teachers to plan for progression in pupils' learning.

Mathematics across the curriculum

85. Pupils make satisfactory use of their mathematical skills in other aspects of their learning. For example, Year 1 pupils carefully use metre sticks to measure and compare their heights in science. In design and technology, Year 2 pupils effectively use their understanding of shape to prepare templates for making model homes and gardens. Also in design and technology, Year 5 pupils measure components and materials to make musical instruments. In geography, Year 5 and 6 pupils use co-ordinates to locate features on maps.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The standards reached in the 2003 tests by the end of Year 6 are well below those of similar schools.
- Pupils' clear understanding of fair testing in investigative work.
- Lack of equipment for electronic data collection.

Commentary

86. Results of the 2003 National Curriculum tests and teacher assessments in science showed that standards in science were well below average at seven and 11. Inspection findings show the standards of the current Year 2 and Year 6 pupils to be higher, but still below average. Standards in Key Stage 1 have declined since the last inspection but Key Stage 2 pupils are now reaching slightly higher standards than they were then. Nevertheless, pupils across the school achieve as well as can be expected when taking into account their low attainment level on starting school and the high proportion who have special educational needs or for whom English is an additional language.
87. Pupils in Key Stage 1 learn about the main processes of life and recognise and name the main parts of plants and animals. They sort these into groups using simple criteria. They can recall work from previous school years in which they made an electrical circuit for a light on a model lighthouse. They also remember their investigation findings about popcorn seeds; that they started with seeds and that these could not be returned to their original state after heating. Year 2 pupils know that seeds need soil and water to grow and can describe what happens when ice melts. Year 3 and 4 pupils understand the processes of life. For example, they have found out how plants use nutrients from an experiment using celery stems in coloured water. At this age, pupils record much of their work using structured worksheets and these show little evidence of the work being modified significantly to take account of the varying abilities of different groups of pupils. Year 5 and 6 pupils carry out investigations such as finding out how to separate mixtures, and how to recover dissolved salt from a solution. The majority, however, cannot explain what happens when substances dissolve. Most pupils are able to describe how to make an investigation fair by changing only one variable at a time while keeping the others the same. They record their information using charts, diagrams and text, make predictions and seek explanations for what they find, but few are able to extend

their work to the level of planning their own investigations. In the Year 5 and 6 classrooms, stimulating displays on themes related to the current science work provide reminders of the investigations pupils have carried out and give opportunities to compare findings.

88. Only one science lesson was observed in each key stage and so it is not possible to judge the quality of teaching across the school. In the lessons seen, effective questioning drew out pupils' existing knowledge and teachers made good links with other subject areas. However, explanations were not always clear enough and the pace of learning was too slow. Year 6 teachers write evaluative comments on pupils' work and this helps them to develop their understanding further. Although staff make good use of a digital camera to record science evidence, pupils' use of ICT to support learning is unsatisfactory. They have too few opportunities to use computers to record or compare experiment findings. There is no electronic sensor equipment for collecting scientific data.
89. The science co-ordinator is the acting headteacher, assisted by the newly appointed coordinator who will take up the post in January. Leadership in the subject is satisfactory and monitoring of provision has revealed specific weaknesses in standards and shortages in learning resources. These are being systematically addressed by using external advice and support to monitor planning, organise staff training and audit resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory** due to the sound quality of teaching and good number of computers. This is an improving subject in Key Stage 2.

Main strengths and weaknesses

- Teachers' good knowledge and understanding of the subject
- Ample computers in the ICT suite and in classrooms for the number of pupils on roll.
- Some parts of the programmes of study not covered in sufficient depth, due to lack of equipment to learn the higher-level skills.
- Insufficient use of ICT to enhance learning in the other subjects of the curriculum

Commentary

90. At the age of seven, pupils achieve standards that are below average, indicating a decline in standards since the last inspection. At age 11, although standards are still below average, there is clear evidence of better computer skills than those previously reported. Pupils achieve as well as can be expected when considering the low skills levels that most start with and the learning difficulties that many have.
91. Pupils at Key Stage 1 open programs and select colours, shapes and text. They use these to create pictures and captions to illustrate their work; for example, when making pictures to celebrate Divali. With help, they save their work. They enter a simple program of commands into a moving 'floor turtle', learning how to control movements electronically. However, overall, pupils have too few experiences of using computers; for example, in using tables, sound, using ICT in imaginary situations or presenting completed work in effective ways.
92. At the beginning of Key Stage 2, pupils use word processing software to combine text and graphics. They explore the different text effects and select images to incorporate into their writing. Some use features such as the spell checker. Older pupils search the Internet for information and for images to feature in 'PowerPoint' presentations. Some use 'spreadsheets' to create charts and graphs from data they have entered. Much of this work represents a significant improvement on the skills described in the last inspection. Nevertheless, most pupils are not yet proficient at more advanced skills, such as creating more complex databases, desktop publishing and using computer simulations to explore

changes and effects. The school does not have sufficient sensor or control equipment for pupils to develop monitoring or computer control skills effectively. The school improvement plan makes provision for purchasing this equipment.

93. Teaching has improved since the last inspection and is now satisfactory overall. Most teachers show good subject knowledge and ability to overcome any problems with the network. They make appropriate use of available equipment, and are exploring the possibilities offered by the new data projector. Some teachers use the school's digital camera; for example, to photograph the shapes of real buildings for use in mathematics.
94. The co-ordinator for the subject has only been in post for a few weeks, but is already introducing positive developments, such as a new assessment scheme to 'track' pupils' progress. The school computer system will shortly be connected to a 'virtual learning portal' to provide access to a wide range of information, media and resources. The well-equipped ICT suite and networked computers in classrooms represent good ICT facilities. In addition, Year 5 and 6 classrooms have laptop computers that can be linked to the network, and these were in use during the inspection. However, teachers do not yet make optimum use of the ICT suite or classroom computers and this is a key factor contributing to the below-average standards.

Information and communication technology across the curriculum

95. The use of ICT across the curriculum is unsatisfactory. Although pupils make some use of computers to support their learning in literacy, religious education and art, many opportunities are missed to enhance pupils' understanding, particularly in mathematics and science.

HUMANITIES

96. No humanities lessons were observed in Key Stage 1. At Key Stage 2, although only one religious education lesson was seen, a story-reading session, an information and communication technology lesson, and whole-school assemblies observed, also provided evidence about provision. Two geography lessons and one history lesson were seen but, at this early stage in the year, there were only small amounts of work in pupils' books. It is therefore not possible to form an overall judgement about provision in history in the school, or about religious education and geography in Key Stage 1.
97. In **history**, the standards of work seen in the limited samples of pupils' written work and in a Key Stage 2 lesson were broadly average. Year 3 and 4 pupils know about differences between past nations; for example, that Celtic armies were wild and disorganised whereas the Roman army was ordered and efficient. They know the important facts about Queen Boudicca and some can talk about her fierce leadership. The lesson seen made very good use of a range of resources and provided interesting activities, which effectively motivated pupils to achieve well. The subject leader monitors provision across the school and works with other staff to promote good teaching.

Geography

Provision in geography in Key Stage 2 is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in Key Stage 2 and have not improved since the last inspection.
- The teaching seen in Key Stage 2 was better than at the time of the last inspection.

Commentary

98. Pupils' overall achievements are satisfactory, when taking into account the limited literacy and numeracy skills that many have. Samples of Year 2 work show a developing knowledge of the world around them, starting from themselves, moving outwards into the school, then into the locality. For example, pupils know that they live in Kingston, but are unsure whether that is a town or a city. They have a growing awareness of differences in lifestyle between people from various climates and countries. Some experience distant places on family holidays. Others have never seen the sea.
99. By Year 6, pupils have an awareness of the effects of man on the environment. They know that congestion is caused by too many cars entering a city or town to reach its industries and facilities. Pupils locate beaches they have visited on UK maps, but few can talk about Britain's changing coastline or the geographical process of '*deposition*'. Pupils' map-reading skills are below average. Although many can use simple map references and interpret basic symbols, a significant proportion need support in reading more complex grid references. Many pupils are not clear about the difference between the *human* and *physical* features of places.
100. Pupils enjoy the lessons and are keen to talk about their work. However, many do not retain the knowledge and skills they learn: some Year 6 pupils cannot recall undertaking fieldwork; others are unsure about the use of the scale on maps.
101. The quality of teaching seen in Key Stage 2 was satisfactory. Teachers manage pupils well, giving them the necessary reminders about class conduct. They set clear objectives for lessons and plan activities at different levels of difficulty to suit pupils' abilities. This contributes positively to progress. However some teacher explanations are not sufficiently clear and include too many new terms in one lesson. In such instances, progress is impeded. Samples of pupils' work show too much reliance on worksheets by teachers and this limits opportunities for pupils to express their own ideas.
102. The subject leader, who also leads history, has only recently taken on this responsibility and is focusing on developing history first. She is aware of the below-average geography standards in the school and of the need to balance this priority with the more urgent improvements needed in English and mathematics.

Religious Education

Provision in religious education at Key Stage 2 is **satisfactory**.

Main strengths

- Strong contribution to pupils' spiritual, moral, social and cultural education
- Encouragement of understanding and respect for the many faiths in the school

Commentary

103. In Key Stage 1, teachers read and discuss stories from different faiths. This helps to promote understanding of world religions. Pupils create pictures, sometimes using computers, to illustrate features of various religious festivals. They then add explanatory descriptions. Standards of work seen are about average.
104. Standards in religious education at Key Stage 2 are average, as was the case in the last inspection. Pupils achieve well in their understanding of religion, although their limited writing skills hinder their overall progress. Pupils learn about different faiths and can describe some of the significant features of them. They compare common features of faiths and record these in table form. Many pupils consider the meaning of different practices and symbols from each faith. Some pupils act out scenes from stories of different faiths and present these in assemblies. Some very good, meaningful collective worship was observed, which respected

all the religious traditions of pupils in the school. Strong social and moral messages are given to children about respect and equality for all groups of people. The contribution made by religious education to the ethos of the school strengthens the current drive towards higher standards of behaviour.

105. The teaching observed featured good management of pupils' behaviour and very good teacher-pupil relationships that promoted full attention and careful thought. The recently appointed subject leader provides a strong lead and effectively coordinates the school's delivery of religious education through lessons and assemblies. She also makes arrangements for leaders of local faiths to visit the school and thus bring learning to life.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

106. In music, one lesson was seen in each key stage, and pupils were seen performing music in assemblies and in extra-curricular clubs. Three physical education lessons were observed in Key Stage 2, but none in Key Stage 1. Only one lesson was seen in art and design and one in design and technology. It is therefore not possible to make firm judgements about provision in these two subjects or about physical education in Key Stage 1.
107. In **art and design**, evidence from teachers' planning, displays of pupils' work and the Key Stage 2 lesson observed indicates that standards are broadly average. Standards appear similar to those reported in the last inspection. Classes are named after great artists and this exemplifies the high profile of this subject in the school.
108. The varied and interesting displays throughout the school show that pupils use a good variety of art techniques. For example, 'Monet' class (Year 3 and 4) made a *weaving* depicting the famous 'water lilies', using tones of blue and green to capture Monet's passion for nature and his characteristic use of indistinct lines. Year 5 and 6 pupils make clay masks and paint these imaginatively in the style of a particular culture. For example, they create an ancient African impression by using 'earth' colours and closing the eyes. Although pupils showed good cultural appreciation, many had limited skills of colour mixing and did not always select the most suitable brush.
109. An art specialist teaches art and design throughout the school and her expert skills set high expectations of work from pupils. The subject is taught in a dedicated art studio that encourages pupils to use their imaginations and think as artists.
110. In **design and technology**, it is evident from teachers' planning, samples of pupils' designs and products, and discussion with pupils that the curriculum covers an appropriate range of designing and making activities. Many of these link effectively with work in other subjects. For example, Roman shoes made by Year 3 and 4 pupils show that they use a variety of cutting and assembling techniques. Year 5 and 6 pupils have designed and made musical instruments following a visit from a Caribbean percussion group. Some pupils, however, found that they did not have enough suitable materials for this activity. In the Year 1 and 2 lesson seen, the teacher explained the task clearly, enabling pupils to achieve average standards of work. These pupils could talk about their model houses and discuss the problems they encountered in building them.

Music

Provision in music is **good**.

Main strengths and weaknesses

- A specialist music teacher provides a sound and consistent quality of teaching.
- The school provides good extra-curricular activities and visits to musical events: music is prominent in the life of the school.
- There is a full-sized classroom dedicated solely to music.
- There are too few classroom instruments. Some are in poor condition.

Commentary

111. Standards of music are average and pupils achieve well, considering the learning difficulties that many of them have. As no music was inspected in Key Stage 2 during the previous inspection, it is not possible to comment on whether standards have changed since then. Pupils in Key Stage 1 use their voices and percussion instruments to perform rhythmic chants and imitate musical phrases. Such activities also contribute effectively to the development of pupils' speaking skills. They sing enthusiastically and well in-tune. Pupils learn to name classroom instruments, such as a glockenspiel, guiro or tambourine. They use picture cards and symbols as an introduction to music notation. In Key Stage 2, pupils effectively combine sounds such as singing, instrumental playing with a taped accompaniment. They develop their singing skills, keeping in tune well, and learning to vary the volume and tempo.
112. Pupils in both key stages listen to and participate in music from a range of cultures. Music in the school provides a medium for the celebration of the cultural diversity within the school.
113. In addition to their normal lessons, many pupils participate keenly in lunchtime instrumental groups and the school choir. These groups are popular and enable pupils to work at higher levels than they do in lessons. They lead to good standards of performance in school assemblies and concerts. Pupils also take part in the Junior Schools Music Festival at the Fairfield Halls, Croydon. Visiting groups, such as a Caribbean drum workshop, also extend pupils' musical experiences. The school provides opportunities for pupils to learn the violin, guitar, flute, recorder and electronic keyboard.
114. The quality of teaching is satisfactory. Lessons are well planned and organised to include a good range of activities. The very good musical expertise of the teacher inspires and engages pupils in musical activity, particularly at the start of lessons. A few pupils, however, do not sustain their initial concentration, and so the pace of learning slows. Some lesson activities do not keep a high enough proportion of pupils sufficiently active. The teaching benefits from the facility of a dedicated music room, affording good opportunities for performing and easy access to instruments. Overall, though, the school has too few pitched percussion instruments and some of the instruments are in poor condition. This is a contributory factor to the slowing down of learning in some lessons.

Physical Education

Provision in physical education (PE) in Key Stage 2 is **good**.

Main strengths and weaknesses

- The quality of teaching is good in Key Stage 2, enabling pupils to achieve well.
- Extra-curricular sports clubs enhance provision.
- A commercial teaching scheme provides a planned programme of skills development.

- The school has good PE equipment.
- Pupils' achievements are not systematically recorded, leaving no real basis on which the school could evaluate the effectiveness of its provision.

Commentary

115. Overall standards in Key Stage 2 are average and pupils achieve well. Standards are similar to those reported in the last inspection. Pupils develop satisfactory games skills, such as ball-throwing, catching and foot-control skills. They observe their teacher and other pupils carefully in order to improve. In gymnastics, Year 5 and 6 pupils learn to perform a full range of floor movements, such as cartwheels, forward rolls and 'log' rolls. Most pupils organise their movements into sequences and confidently present their performances to the class. They comment on each other's work with suggestions for development and this helps them to improve further. Year 3 and 4 pupils receive swimming tuition at a local pool, but this was not scheduled for the days of the inspection. A football club and a netball club further enhance provision. These activities are popular with pupils and include after-school matches against other schools.
116. The quality of teaching in Key Stage 2 is good and has improved since the last inspection. This enables pupils to attain average standards, despite the learning and behaviour difficulties that many of them have. Teachers plan lessons carefully, making sure that activities always begin with a suitable 'warm-up' and continue with a clear focus on specific skills. Subject expertise is good and this is evident in the high quality demonstrations that feature in some lessons. Such teaching sets high expectations and challenges pupils to achieve them. Effective learning results and pupils are keen to succeed. Teachers successfully contain potentially problematic behaviour by closely following the school's behaviour policy, and by keeping pupils active and focused on skills improvement. Pupils are fully included in the activities and coaching, whatever their gender, ethnic background or ability level.
117. Leadership of this subject is satisfactory. The co-ordinator has established useful links with other local schools. The benefits of this include additional equipment on loan and the sharing of expertise; for example, with a 'leading' PE teacher in a nearby school. The curriculum is based on a commercial teaching scheme and this provides a clear sequence of skills development through the school. However, pupils' skills are not yet systematically assessed and recorded in all aspects of the PE curriculum. For example, the school has no record of pupils' swimming achievements. It is consequently unable to evaluate the effectiveness of this provision.
118. The school has good quality PE equipment that is systematically stored to provide ready access. This enables pupils to experience a broad and varied range of activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

119. No lessons were observed in this area of the school's work and so no judgements can be made about overall provision. The school places great importance on personal, social and health education. It is taught as a discrete subject as well as comprising important parts of the science, RE and PE curricula. In addition, meaningful discussions in 'circle time' help pupils to come to terms with personal problems and improve the way they relate to others. In a PE lesson observed, the teacher gave clear health and personal safety reminders and offered good care and support for pupils who lacked confidence. A physiotherapist supported the teaching, promoting the full inclusion of all pupils and monitoring the progress of one in particular. Arrangements are in hand to set up a school council and several pupils have already expressed interest in this.

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	6
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
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	3
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	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
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).