

INSPECTION REPORT

ST PETER'S PRIMARY SCHOOL

South Croydon

LEA area: Croydon

Unique reference number: 101739

Headteacher: Mrs Julie Harris

Lead inspector: Mrs Janet Gill

Dates of inspection: 2nd - 4th December 2003

Inspection number: 257944

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:	4 – 11
Gender of pupils:	Mixed
Number on roll:	202
School address:	Normanton Road South Croydon Surrey
Telephone number:	(0208) 688 5414
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Appropriate authority:	The governing body
Name of chair of governors:	Ms Janet Cooke
Date of previous inspection:	8 th February 1999

CHARACTERISTICS OF THE SCHOOL

St Peter's Primary School is a culturally diverse community close to the centre of Croydon. It is popular in the community and most classes are full. The school is a one-form entry primary school. Most of the 202 pupils (92 boys and 110 girls) live locally in housing association properties and in small private housing. There are far greater numbers of children from ethnically diverse families (28 per cent) than nationally and a few more from overcrowded households. There are five pupils who speak English as an additional language who are at an early state of English acquisition and a further 19 are receiving specific support for learning English. The most common languages spoken are Turkish, Urdu and Twi. In addition there are also members of various faith groups that attend the school. Children enter the Reception class with broadly average attainment but skills in writing and mathematics are lower for the present children. The percentage of pupils eligible for free school meals is around average, which has been the case for the last four years. The rate of mobility, that is pupils moving in and out of the school other than the usual time of transfer, is erratic. In some years this is high, in others fairly static. For example, of the pupils in the last Year 6 class only 60 per cent of them started at the school in Reception. This has an impact on standards, particularly those moving in or out during the time leading up to the national tests. At present there are 26 (13 per cent) pupils with special educational needs, which is below average. Most pupils have speech or communication difficulties, including a pupil with a statement for a language disorder. Numbers fluctuate due to small cohorts and there is some impact as a result of pupil mobility. The school has been awarded the School Achievement Award, Basic Skills Award and Investors in People Award in the last couple of years. This is in recognition of pupils achieving well and staff working effectively as a team.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18706	Mrs Janet Gill	Lead inspector	English, art and design, religious education, Foundation Stage, English as an additional language
8991	Mrs Pamela Goldsack	Lay inspector	
14509	Mr Philip Mann	Team inspector	Mathematics, information and communication technology, music, physical education
13754	Mrs Judy Morris	Team inspector	Science, design and technology, geography, history, special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St Peter's Primary is a very good school. Standards have risen faster than the national trend at the end of Year 6. In recognition of the school's effectiveness, the school has gained the School Achievement and Basic Skills Awards. Inspection findings confirm that the trend is set to continue. The headteacher is a very effective leader and manager and with her leadership team, staff and governors, strongly promotes the school motto '*Everyone Counts*'. This ensures all pupils are very effectively included in all aspects of school life. Teaching has improved and is good because of rigorous monitoring of teaching and learning, an improved curriculum and very effective assessment procedures. Pupils love coming to school, they behave very well, learn effectively and achieve well. The school now gives good value for money. Previously it was unsatisfactory.

The school's main strengths and weaknesses are:

- Standards in the core subjects have improved and are well above average by the end of Year 6.
- The headteacher is a very effective leader and manager, who with her team and governors very strongly promotes inclusion for all pupils; this helps them achieve in all aspects of school life.
- Teaching has improved; it is often very good for older pupils and good in the Foundation Stage.
- The partnership with parents is very good and strongly contributes to their children's learning.
- Pupils' personal qualities, including their spiritual, moral and social development are very good. This contributes to pupils' very positive attitudes towards learning and high standards of behaviour.
- The high quality of pastoral care and the seeking of pupils' views are distinctive features.
- Teaching is not always as good for some of the younger children.
- The role of the information and communication technology (ICT) and foundation subject co-ordinators needs to be further enhanced.
- Older pupils do not have sufficient opportunities to use all ICT resources available in the school.
- Children in Reception do not have access to an appropriate range of outdoor equipment.

The school has improved substantially since the previous inspection and is now very effective. When the school was inspected in February 1999, it was considered to have a number of weaknesses. Following the last inspection and the appointment of the present headteacher the many key issues have been tackled extremely well. Standards have risen and the quality of education has improved. Teaching, the curriculum, assessment, partnership with parents and leadership and management have all improved. The governing body is more knowledgeable about the work of the school and is aware of the strengths of the school and its priorities through monitoring.

STANDARDS ACHIEVED

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

Key: A - very high; A – well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those where a similar percentage of pupils are eligible to free school meals.*

Pupils achieve well throughout the school and reach standards that are well above average in English and mathematics and above average in science by Year 6. This is good achievement, as children start in Reception with broadly average attainment. Inspection evidence confirms that the upward trend is likely to continue as pupils in Years 5 and 6 are achieving very well and reaching

above average standards. The rate of improvement has been more rapid than expected nationally. In 2003, Year 6 pupils achieved well above average standards in English when compared nationally and in the highest five per cent when compared to similar schools. Average standards were achieved in mathematics and science and also when compared to similar schools. Since then the school has been successful in raising attainment in mathematics and science because it has rigorously monitored and tracked pupils' progress and successfully put intervention programmes in place. By the end of Reception, most children are likely to achieve the early learning goals with a few exceeding them, particularly in personal, social and emotional development. In the 2003 tests, Year 2 pupils achieved well above average results in reading and mathematics and above average results in writing. Inspection findings show that pupils in Year 2 reach well above average standards in reading and above average standards in writing and mathematics and average standards in science. Pupils with special educational needs, from minority ethnic backgrounds and those who speak English as an additional language achieve well because of good focused support. There are no significant differences between the achievement of boys and girls. Standards in the foundation subjects are in line with expectations when pupils are seven and 11. They are above average in ICT and physical education in Year 6. In religious education, standards in Year 2 are in line with the expectations of the Locally Agreed Syllabus and above those expected in Year 6.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' personal qualities, including their spiritual, moral, social development are very good. Their cultural development is good. Pupils' behaviour is very good overall in lessons and around the school and, in assemblies, pupils' behaviour is excellent. Pupils enjoy coming to school, have very good attitudes to learning and enjoy very good relationships with each other and all members of staff. They are very willing to take responsibility and to be part of a community. Attendance is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall, particularly in Reception and Years 3 to 6. This helps pupils to learn effectively and achieve well. Teaching is satisfactory in Years 1 and 2. Pupils with special educational needs and those who speak English as an additional language are taught well. Teaching assistants provide very good support to these pupils. Teachers usually have very high expectations of what pupils can achieve; this helps them work hard, concentrate and enjoy learning. The curriculum is good and has improved and there is an effective programme for visits and visitors, which significantly enhances pupils' experiences. Assessment procedures have improved and are very good, which contribute to ensuring a good match of work so all pupils are suitably challenged. Very effective care and guidance contribute towards the very positive ethos evident in the school; this leads to a community where everyone is valued and included in all aspects of school life. There are very positive links with parents, who are very well informed about school events and their child's progress.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher is a very effective leader with vision and a clear educational direction who manages the school very well. She is strongly committed to ensuring that pupils are included in all aspects of school life, which helps them to achieve well. Leadership and management of other key staff are good overall. The contribution of the English and mathematics co-ordinators is very good. The role of the other co-ordinators has improved but monitoring of teaching and learning in the classroom is limited. The ICT co-ordinator has recently taken over the post but has limited experience to support her colleagues. Governance of the school is very good. The governing body fulfils its duties very well and makes a significant contribution to the work of the school. Financial management is very good. The headteacher, staff and governors are clear where their priorities lie and direct funds effectively to ensure improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' views of the school are very favourable. The pupils' response to the questionnaire showed that they are happy with all aspects of the school. In discussion, they expressed very positive views about the school, their teachers and lessons.

IMPROVEMENTS NEEDED

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

- Raise the quality of teaching for some of the pupils in Year 2 to the very best in the school.
- Develop the role of the science and foundation subject co-ordinators further, particularly monitoring teaching and learning in the classroom.
- Ensure older pupils have their full ICT entitlement to all the resources available in the school.
- Extend the range of outside resources for children in the Reception class.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement for all pupils throughout the school is good. By Year 6, standards in English and mathematics are well above average and in science above average. The trend for improvement has been above that expected nationally and is set to continue as pupils in the present Years 5 and 6 are maintaining these standards. This is a very good improvement since the previous inspection.

Main strengths and weaknesses

- All pupils achieve well, including pupils with special educational needs, those from a minority ethnic background and those who speak English as an additional language.
- Standards have risen for the last five years in the National Curriculum tests for pupils in Year 6.
- High standards in reading have been maintained in Year 2 and improved in Years 3 to 6.
- Standards in information and communication technology (ICT) and physical education have improved and are now above average in Year 6. In religious education, standards are above those expected in the Locally Agreed Syllabus.

Commentary

Key Stage 1 test results

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

Standards in:	School results	National results
reading	96 (83)	84 (84)
writing	100 (83)	81 (86)
mathematics	100 (83)	90 (90)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

1. In the 2003 tests, Year 2 pupils gained well above average results in reading and mathematics and above average results in writing when compared with pupils nationally. When compared to pupils in similar schools, that is schools with a similar percentage of pupils who are eligible for free school meals, pupils at St Peter's achieved very much better results. In all subjects, there is a significant proportion of pupils who gain the higher Level 3, which indicates that the higher attaining pupils are challenged well. Teacher assessment in 2003 showed that pupils achieved above average standards in science. This followed a year when standards were unusually much lower. The school rigorously analysed the results of the 2002 tests and put into place intervention programmes in order to raise the attainment of the present Year 4 pupils. The strategies have been successful and the rate of progress for these pupils has been rapid as they are now working at average and above levels.

Key Stage 2 test results

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

Standards in:	School results	National results
English	95 (83)	75 (75)
mathematics	75 (79)	73 (73)
science	90 (92)	87 (86)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

2. In the Year 6 2003 tests, pupils achieved particularly well in English and in the highest five per cent when compared with pupils in similar schools. Fifty per cent of pupils achieved the higher Level 5. However in mathematics and science results were not as high – they were average when compared nationally and against pupils in similar schools for both the average Level 4 and the higher Level 5. The school has addressed the gap between the standards in English and mathematics and science very well. Pupils now achieve better results in these subjects. However, caution should be taken when analysing data with small groups of pupils because one pupil who narrowly misses a level can sway the overall percentage points considerably. This factor can sometimes create dips and peaks when looking at data year on year and trends over several years need to be considered.
3. At the time of the last inspection standards were not good enough, particularly for older pupils. The school has put into place a good number of strategies to raise attainment of the pupils and this, coupled with the determination of the headteacher, leadership team and governors, has led to a rise in standards. There has been very good improvement and the key issues have been addressed very well, as evident in the upward trend in the test data. Inspection findings confirm this trend is set to continue. Challenging teaching ensures that the standards the present Years 5 and 6 are achieving are well above average in English and mathematics and above average in science, information and communication technology (ICT) and physical education. Standards are also above those expected in religious education.

Inspection findings

4. At the time of the previous inspection attainment on entry to the Foundation Stage was broadly average. This remains the case. From school data, attainment in reading is slightly higher than average but in writing and mathematics it is lower for the present Reception. Children achieve well in the Foundation Stage and by the end of Reception many children are likely to attain the early learning goals. Teaching and learning are good in Reception and very good in the personal, social and emotional area of learning. It is satisfactory in the physical development area of learning. Staff have very high expectations of behaviour and attitudes to work which is helping children achieve very well and many are likely to exceed the early learning goals by the end of Reception.
5. Standards in reading continue to be well above average in Year 2, above average in mathematics and writing and in line with expectations in science, although sometimes presentation and handwriting in Year 2 are not always as neat as they could be. By Year 6, standards are well above average in English and mathematics and above average in science. Pupils achieve well throughout the school but particularly in English and mathematics where there has been a strong focus in the school. This is because there is good provision, skilled, imaginative teaching and very good support from well-trained teaching assistants for all pupils, particularly in the core subjects. In addition, the headteacher and all staff strongly promote that all pupils, regardless of gender, ethnicity or ability have work that is matched well to their needs. This means higher attaining pupils are now much better challenged than previously, which is evident in the high percentage of pupils gaining the higher levels in the national tests.
6. Very good systems to track pupils' performance are in place and test data is rigorously analysed to identify where pupils had difficulties. This information is effectively incorporated into the action plans in the school improvement plan and intervention strategies are then put into place by the headteacher and leadership team. For example, there has been a much higher focus on mathematics throughout the school, with very positive results. The mathematics co-ordinator has instigated regular mathematical challenges for pupils and mathematics workshops for parents have been organised, in order that they might fully understand mathematical teaching and learning and help their children at home. The pupils in the present Years 5 and 6 are now achieving equally good results in mathematics, as in English.
7. The National Literacy and Numeracy Strategies provide the foundation on which the school schemes are based. Basic skills are taught effectively, which helps pupils achieve well.

Standards in reading continue to be good for younger pupils but have improved for older pupils. They use their reading skills effectively to find out information on the Internet and in non-fiction books to support learning in other subjects. Pupils' literacy skills are used well in other subjects and along with teachers' high expectations for good presentation, this has helped to drive up standards in writing, as evident in the high standards being achieved by the present Years 5 and 6 pupils. Numeracy and ICT skills, although they are used to support learning in other subjects, are not yet planned as systematically as in literacy.

8. The school, quite rightly, has concentrated its resources on tackling the key issue and raising achievement in the core subjects, particularly for older pupils. In consequence, the trend for improvement has been above that expected nationally. The school is in a strong position and likely to achieve the challenging targets that have been set for the national tests in 2004. The school is now turning its attention to developing a more creative and cohesive curriculum. Where there has been a strong focus and effective leadership, such as in religious education and physical education, standards at the end of Year 6 are above average. Standards are also above average in ICT in Year 6 because there has been an increased use of computers in the suite and use of laptops in the classrooms, as evident in a Year 6, personal, social and health education lesson observed during the inspection. Standards in Year 6 in the other foundation subjects are in line with those expected. Year 2 pupils are achieving standards in line with expectations in the agreed syllabus in religious education and in the foundation subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their attendance is **good**. Pupils' personal development including spiritual, moral and social development is **very good** overall and their cultural development is **good**.

Main strengths and weaknesses

- Pupils' attitudes to learning are very good and they thoroughly enjoy their lessons and other activities.
- Overall, behaviour is very good and pupils understand and support the school rules.
- Relationships among pupils and between pupils and adults are very good and contribute significantly to pupils' confidence and self-esteem.
- Pupils' self-knowledge and spiritual awareness are developed very well.
- Personal development is promoted very well and pupils eagerly assume more responsibilities as they grow older.

Commentary

Attendance

9. Pupils arrive promptly each morning and their attendance is above the national average. Attendance is better than it was at the last inspection. Parents show good support for the school by complying with its high expectations regarding attendance. When they arrive at school pupils go directly to their classrooms and settle amicably before registration. This well-planned routine provides for an orderly and welcoming start to the day. There were no exclusions of pupils during the last reporting year.

Attendance in the latest complete reporting year (%)

Authorised absence

Unauthorised absence

School data	5.2
National data	5.4

School data	0.0
National data	0.5

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
No ethnic group recorded

No. of pupils on roll
114
1
4
6
1
2
15
1
4
2
9
7
1

Number of fixed period exclusions	Number of permanent exclusions
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0
0	0

10. The attitudes and behaviour of the children in the Foundation Stage are very good. Staff have very high expectations of the way children behave and how they approach their activities. There is a strong emphasis on promoting children's personal, social and emotional development, with very good effect. Good teaching and consistent behaviour management means children make very good progress and achieve well in their personal, social and emotional development. Many are likely to exceed the early learning goals by the end of Reception. Children have settled to school life very well, they find learning fun and concentrate fully on their chosen activities. They are learning effectively and achieving well in a very caring, stimulating environment.
11. Pupils display very good attitudes and make the most of all that the school has to offer. They are enthusiastic participants in the many clubs and extra-curricular activities.
12. All pupils of whatever ability, race or gender are fully included in all aspects of the school. They show an interest in school life, behave well and work hard to improve. Pupils' attitudes are more identifiable within small group work. They persevere with their learning and try hard to improve.
13. Pupils listen carefully to teachers and set to work purposefully. They share equipment and exchange ideas during discussions very well. Concerns about a lack of critical thinking and problem solving among pupils, identified at the last inspection, have been addressed very well. In a Year 6 lesson pupils worked in small groups creating their own booklets about a healthy lifestyle. Using books, periodicals, the Internet and guidance from a professional nurse they collaborated in a very mature manner and created a very productive working environment with impressive results. Homework is taken seriously and completed on time and contributes effectively to high attainment.

14. Pupils' behaviour in lessons and around the school is generally very good. In assemblies it was seen to be exemplary. There are a few instances when a minority of pupils become restless and do not behave as well as they should, when the pace of teaching slows or pupils sit for too long during introductions of lessons. Parents are very pleased with the quality of behaviour in school. The pupils support the school's 'golden rules' and its high expectations of behaviour. Very good relationships throughout the school support the pleasantness of the school day. Bullying is a rare occurrence and is addressed immediately. Racial harmony is very good. The very positive school ethos 'Everyone Counts' works very well in practice; the school successfully promotes harmony between all pupils regardless of race, ethnicity, gender or ability. Pupils support each other's efforts and this is evident in the weekly celebration assembly where pupils' individual accomplishments are praised and classmates wholeheartedly applaud each other. Pupils' self-assurance is very well supported and individuals do not hesitate to play musical instruments or perform dance and gymnastic routines in this supportive environment.
15. The school is very successful in promoting the pupils' personal development, including their spiritual, moral and social development. Provision for cultural development is good. This is a very much-improved aspect of the school. Pupils explore opportunities to reflect on human values and important issues in assemblies, circle time (when pupils discuss and debate various issues during a set lesson) and during lessons such as English and history. They display empathy for those in need and actively fund-raise for local and national charities.
16. Moral development is very good and pupils are trustworthy and clearly know right from wrong. The very good programme of lessons in personal, social and health education enables pupils to recognise the dangers of bullying and value each other as individuals. Good behaviour and hard work are praised and reinforced throughout the day. The school has a history of involvement in competitive sports and today's pupils uphold that tradition very well. Pupils are keen competitors and their high level of sportsmanship and fair play is a credit to their teachers and themselves.
17. Since the last inspection the school has been pro-active and very successful in extending opportunities for pupils' social development. Pupils play a very active and productive role in school life. The school council meets regularly and representatives put forward ideas on school improvements. Their current project involves canvassing each pupil regarding their favourite books and authors so that new books will be purchased wisely. Each Year 6 pupil has an assigned job in school and had to apply and be interviewed for each post. Older pupils take part in the induction of children in Reception and are teamed up as friends and help them settle into school life. They also write booklets welcoming new pupils to the school. Pupils who are able mathematicians gave parents attending a numeracy workshop guidance on how to help with homework.
18. Cultural awareness has improved and is now good. The school celebrates different religious and cultural festivals throughout the year. There is a regular programme of visits to theatres and museums along with visitors such as artists and poets. The school is represented in local projects such as having its artwork displayed in a nearby shopping centre. Musical and dramatic productions are staged regularly in school and the choir and individual musicians perform at nearby Fairfield Halls. There are several displays of ethnic and religious diversity and pupils study the world's leading faiths and know they are well represented throughout the country. Pupils are well prepared for life in our multi-cultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The overall quality of teaching and learning is **good**. The curriculum has improved and is **good**. Links with parents are **very good** and with the community **good**; this significantly adds to pupils' achievement and their very positive attitudes towards learning and school life.

Teaching and learning

Overall teaching and learning are **good** throughout most of the school. This is an improvement since the last inspection. Teaching and learning in the Foundation Stage and in Years 3 to 6 are now good. Previously teaching for older pupils lacked challenge; this has been addressed well and consequently pupils make much better progress than previously. Teaching and learning are satisfactory in Years 1 and 2, although often good in Year 1. Assessment procedures have improved and are now **very good**. The school has responded well to the weaknesses raised in the previous inspection. Pupils' progress is assessed thoroughly and swift action taken to address underachievement.

Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (22%)	16 (44%)	11 (30%)	1 (3%)	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.

- The quality of teaching has improved, which has had a positive impact on the standards pupils reach and their attitudes to learning.
- Monitoring of teaching and learning is rigorous and has generally contributed towards improvement in the quality of teaching.
- The very high quality of teaching assistants contributes strongly to the achievements and inclusion of pupils in all aspects of the curriculum and school life.
- Very good relationships are evident between staff and pupils, which help to create a positive learning environment.
- There is very effective integration for all pupils, including those with special educational needs or who speak English as an additional language.
- Behaviour management is generally very good although there are occasions when pupils drift off task and do not behave as well as they should. This happens when tasks are not matched well enough to pupils' ability or they have to sit through long introductions.
- In some subjects, such as science, there is lack of teacher confidence and expertise and this inhibits the progress younger pupils make.
- Assessment systems are well established and provide useful data which is acted upon.
- In addition to literacy and numeracy, regular assessments take place in science, ICT, history, geography and design and technology.
- Assessment procedures enable effective grouping of pupils, individual target setting and help to inform teachers' planning.

Commentary

19. The table above indicates the quality of teaching seen across the school. Parents and pupils are very positive about the quality of the teaching staff and pupils feel that their teachers help them to learn effectively. Teaching and learning have improved. This is because there has been rigorous monitoring of teaching and learning by the headteacher, leadership team and the English and mathematics co-ordinators. This coupled with effective performance management and good induction and training, has contributed to the good quality of teaching now evident throughout most of the school. The effective deployment of the teaching assistants and the quality of their work make a significant contribution to pupils' achievements both academically and socially. However, on occasions, teaching in Year 2 is not as effective as in other classes

because a few pupils become distracted and drift off task. Behaviour management is not as good and pupils do not respond as readily as they should.

20. Teaching in Reception is virtually all good and often very good, which is an improvement since the last inspection, when it was satisfactory. There is strong teamwork in Reception and the teacher and teaching assistant work effectively to provide a stimulating and interesting learning environment. Children learn effectively and make good progress towards achieving the early learning goals. There are improved links with Year 1 which help children settle quickly to National Curriculum work. Planning is good and covers all areas of learning well. There is a good balance between teacher directed activities and those that children choose themselves. This helps children to become very independent and make decisions.
21. The headteacher and the staff have a fully inclusive approach, which means that all pupils, including those from minority ethnic groups and higher and lower attaining pupils, are given the support that they need. Teachers set tasks to match pupils' needs in literacy, numeracy and science well, in order to take into account the varying needs of pupils of whatever ability. Pupils with special educational needs and those few pupils who speak English as an additional language are supported well in lessons by effective deployment of teaching assistants. This gives pupils opportunities to work in small groups with adult support and helps all pupils access the same learning opportunities. In the literacy lessons organised for pupils with special educational needs and those who learn more slowly in Years 1 and 2, teaching and learning are good. The pupils learn well in a small group environment where the teacher uses literacy to reinforce work undertaken in other curriculum areas such as history. Pupils respond well to the special learning atmosphere created for them and achieve well.
22. Planning has improved; it is more thorough and learning objectives are generally included and shared with pupils well. Frequently, at the end of lessons, teachers establish with pupils what it is that they have learned and how well. A very good example was observed at the end of a Year 5 mathematics lesson, when pupils were asked what they had learnt. Pupils responded '*improving on double numbers*' and then placed this process in the outside world, when shopping. Teachers have a good knowledge and understanding of subjects where there has been, out of necessity, a strong emphasis on subjects such as English and mathematics and they teach basic skills well. However, some teachers do not have sufficient skill, expertise and confidence to deliver all aspects of some subjects, such as science. For the younger pupils there is some lack of teacher confidence and expertise and this inhibits pupils' progress in the subject.
23. In the best lessons, particularly in the classes with older pupils, challenging activities and a lively approach enthuse pupils and help them to move forward quickly in their learning. Very good questioning enabled pupils to think carefully and develop their understanding well. When teachers have very good subject knowledge, pupils make particularly good progress, as in some physical education lessons. This is because there is very good progression, enabling pupils to extend and develop their skills. In some of the satisfactory lessons teachers spent too long talking to the pupils. They listened well at these times and made steady progress, but consequently sometimes the time left for pupils to work independently was limited.
24. Literacy is taught well across the curriculum. Teachers plan effective links in such subjects as history and religious education. This gives pupils good opportunities to use skills learnt in literacy, for example note taking and using research methods to find out information. Teachers do not plan the use of numeracy and ICT skills as systematically as they do for literacy, although, in some of the older classes teachers are beginning to make better use of the computer area near to their rooms. The use of numeracy is not necessarily planned into other subjects and computers are not used sufficiently to improve pupils' skills across the curriculum.
25. The use of homework is now good. Homework has a good impact on pupils' learning; it is a regular aspect of school life. At the time of the last inspection there was some variability over

procedures for homework and at times there was little value in the work. Homework is planned well and links effectively with work being carried out in the classroom. It is set throughout the school and pupils tackle it conscientiously with good support from home.

26. The school has established very good assessment procedures in English and mathematics. Test results are analysed carefully and from these both predictions of pupils' performance and targets are set and shared with the pupils. In other subjects, teachers are beginning to use regular assessments to inform their planning. As a result of these procedures teachers know the abilities of their pupils well and as a result pupils understand how they can improve. Because there had been concern over the achievements of pupils in Year 4, they have been closely monitored to ensure their progress has been appropriate. Results from this monitoring have shown that suitable progress is being made. Marking of pupils' work is generally helpful, although it does not always help some younger pupils to see how to improve.
27. Induction procedures for children entering into the Reception are good and information gleaned on the home visits contributes to the good early records kept. The staff assesses the children well in all activities to highlight any areas of difficulty or note significant achievement. These assessments are then used well to plan work or to contribute towards Records of Achievement, for example observations of children's participation in the role-play area.
28. Assessment is used well for pupils with special educational needs. They are identified early, either upon entry to the school or in the various nurseries and playgroups they attend. The school also focuses on identifying underachievement. Information is shared regularly between the school and parents. Tracking sheets for all pupils and pupils' targets are shared with them and their parents. For pupils who are learning English as an additional language there is equally good tracking of their attainment and progress. This helps teachers and teaching assistants to ensure work is matched appropriately to their needs, which helps them to make good progress in acquiring English.

The curriculum

The curriculum is **good**. It provides a broad range of worthwhile learning opportunities that cater for the interests, aptitudes and particular needs of all pupils and ensures all have equal opportunities to succeed. The school provides **good** opportunities for curriculum enrichment and a **very good** range of extra-curricular activities and **satisfactory** accommodation and resources.

Main strengths and weaknesses

- The use of assessment to plan and provide for the full range of ability is good.
- The provision for personal, social and health education has improved and is good.
- Extra-curricular activities are very good.
- The provision for sporting activities, including competitive sports, is very good.
- The planning for cross-curricular links, particularly numeracy and ICT, is not fully developed.
- The accommodation is in part unsatisfactory where classroom pillars interfere with pupils' movement and vision.

Commentary

29. The school has addressed all the findings from the previous inspection and progress in curriculum provision has been good. The curriculum fully meets statutory requirements, including provision for religious education and the collective act of worship, as set out by the Croydon Local Education Authority Locally Agreed Syllabus. A positive impact on standards has resulted from the improved use of assessment information. This enables teachers to set all pupils targets for both literacy and numeracy. Pupils are aware of their targets and know what they must do to improve. Teachers' planning takes pupils' different abilities into account

and classroom activities are very well matched to their abilities. Grouping in literacy and numeracy further enables careful match of work to ability.

30. The school provides well for pupils with special educational needs and provision is good. The school is very effective in ensuring that all pupils are treated equally as individuals, whatever their needs. It works hard to ensure that all pupils have good access to all activities and receive the same overall curriculum provision as others in the school. Resources are adapted to suit their particular needs and well-focused tasks in the core subjects enable them to succeed. On a regular basis, pupils with special educational needs and other pupils identified as not achieving as well as they should, are withdrawn from literacy lessons for extra support in a small group situation. This is effective. Well-trained teaching assistants support pupils who are at an early stage of learning English as an additional language effectively in the classroom which helps them to access the curriculum well and make good progress in English.
31. The school has succeeded in providing an innovative curriculum specifically aimed at making learning both relevant and enjoyable for all pupils. It has successfully concentrated on raising standards in the core subjects, particularly for older pupils. It is now spending time enhancing the curriculum through effective links between subjects and is developing an impressive array of visits and visitors to support pupils' learning. There is a very strong ethos and strong commitment to ensuring all pupils are fully included in all aspects of school life as evident in the school motto '*Everyone Counts*'. There are a good variety of visitors in the school and class visits out, including a yearly residential trip for the Year 6 pupils. Within mathematics the school has worked hard at forging positive attitudes to the subject through offering "Maths Challenges", running a mathematics games library and ensuring the parents are familiar with how mathematics is taught in the school.
32. Pupils benefit from a wide selection of after-school activities including a variety of sports and non-sporting opportunities such as art, computer and recorder clubs. The sporting fixtures with other schools are well organised and are a strength of the school. The school has done very well in both five-a-side soccer and league and cup fixtures. Activities such as korfbal and cross-country have given the school further standing within the community of local schools. This additional provision helps to raise pupils' self-esteem and positively affects standards and achievement.
33. Strong leadership of the school recognises the importance of planning for cross-curricular links and working towards a more creative curriculum. This appears as a target in the school improvement plan and a good start has been made in, for example, the cross-curricular use of ICT within both literacy and numeracy. Teachers' planning enables the cross-referencing of subject links but this remains an area for further development so that links within other subjects are also established within teaching and learning.
34. Accommodation is satisfactory, except for the pillars in all the classrooms, which have a negative impact on their working environment. These can interfere with pupils' vision and limit movement within the working area. The school has been innovative in maximising the limited space inside the buildings. New areas have been created, such as a computer suite and group work areas. Resources are satisfactory. Considerable amounts have been spent effectively on areas of priority, such as English, mathematics and at present the Foundation Stage.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. The provision of support, advice and guidance based on the monitoring of pupils' achievement is **very good**. The involvement of pupils through seeking, valuing and acting on their views is **very good**.

Main strengths and weaknesses

- Health and safety arrangements are very good and followed consistently.

- Very good relationships between pupils and adults.
- Pupils have very good access to well-informed support, advice and guidance.
- Good induction for new pupils.

Commentary

35. The governors' premises committee plays a leading role in ensuring the very high quality level of care and arrangements for health and safety. This aspect was criticised in the last report and many weaknesses identified. There has been significant improvement and all faults corrected so that the care provided for pupils is now a strength of the school. Risk assessments of the building and grounds are carried out very regularly and include guidance from a local education authority specialist. The site manager has very high standards and repairs are identified and seen to quickly. The headteacher is the named teacher responsible for child protection. Arrangements to provide for child protection are very good. The governors have updated and improved the school policy. All members of staff, including newly qualified teachers, are regularly informed about procedures and responsibilities in this area. The school maintains good links with outside support agencies.
36. The very good relationships between pupils and members of staff ensure that all pupils have at least one adult that they can talk to if they have a concern. The results of the pupils' questionnaire and conversations with pupils during the inspection overwhelmingly confirm this. Similarly, the parents' questionnaire confirms that pupils like school.
37. Staff know pupils very well and give very good support, advice and guidance based on thorough monitoring of pupils' academic and personal achievements. This is an improvement since the last inspection. Pupils are aware of their personal targets in English and mathematics and refer to them regularly. This small, close-knit community provides a nurturing environment for all pupils. Displays highlight pupils' own work and assemblies celebrate their best efforts. Induction arrangements for new pupils are good and include visits before entry and written guidance for parents. Older pupils compiled an information booklet to welcome the newest members of the school. Year 6 pupils play a very active and productive role in welcoming new pupils to school.
38. The school council is a very effective forum for pupils to put forward their ideas about improving the school. Pupils value their role as class representative and are confident that their views are taken seriously and considered by the school.
39. The school has established very good assessment procedures in English and mathematics. Test results are analysed carefully and from these both predictions of pupils' performance and targets are set and shared with the pupils. In other subjects, teachers are beginning to use regular assessments to inform their planning. As a result of these procedures, teachers know the abilities of their pupils well and as a result pupils understand how they can improve.

Partnership with parents, other schools and the community

The school's links with parents is **very good**. Links with the community are **good**. Links with other schools are **satisfactory**.

Main strengths and weaknesses

- The school is highly regarded by its parents.
- Parents are provided with very good information about school life and how well their children are doing.
- The very good partnership between home and school contributes to pupils' learning.
- Parents' views are sought and highly valued.
- There are good links with the community.

Commentary

40. The school enjoys the confidence of its parents in all areas of school life. At the last inspection parents were supportive but the school did not value their contribution adequately. There has been much improvement and the school now has a very productive partnership with its parents. The number of parents interested in becoming parent governors exceeded the vacancies available. The quality of information provided for parents is very good and this reflects significant improvement. The prospectus and governors' annual report contains all of the required information in a parent-friendly format. All parents are invited to sign the home-school agreement contract. Pupils' end of year reports are very well written and clearly inform parents about pupils' progress in each subject and targets for improvement. Newsletters about school activities are issued very regularly. An overview of the curriculum to be studied is provided for each class every half term. Meetings to discuss pupils' progress are held each term and friendly teachers and an established 'open door' policy make parents very welcome. There are informal but effective arrangements to help relay information to parents who are learning English.
41. The very good partnership results in practical and valuable help from parents. A number volunteer regularly to help with reading and clubs. Learning activities are extended for pupils when parents share their professional expertise, such as health information from a nurse or Christian assemblies from members of the clergy. St Peter's School Association is a very well organised support group and listed charity. Their events raise a significant amount of funding each year. Recent donations include the high quality outdoor play equipment and some computers. Parents are very supportive of homework and help to ensure that pupils complete their assignments and hand in their work on time.
42. The school conducts annual surveys about parents' views regarding different areas of school life. As a result there have been changes in the school uniform, the school motto and an increase in after school activities. In response to parents' concerns about helping with mathematics homework the school established afternoon workshops in numeracy for parents of pupils in Years 4, 5 and 6. This popular activity was repeated in the early evening to accommodate working parents.
43. The links with the community are good and pupils make regular visits to local theatres and take part in musical festivals. Pupils visit neighbouring houses of worship as part of their studies in religious education. Nearby buildings of architectural or historical interest are also studied in history and geography.
44. The school has appropriate links with secondary schools to assist with the transfer of Year 6 pupils. Pupils and their parents are given the required written information and visits to the schools are arranged. Pupils chose from about 14 different secondary schools and this high number precludes the establishment of more extensive links.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good**. The contribution of the headteacher to the leadership and management of the school is **very good**. Leadership and management shown by other key staff are **good**. The role of the governors has improved since the last inspection and their governance is now **very good**.

Main strengths and weaknesses

- The headteacher is a very effective leader with vision and manages the school very well.
- Members of the governing body play a very active role in helping to shape the vision and direction of the school.

- There is a strong commitment to ensuring all pupils are treated equally, whatever their social or academic needs.
- There is wide consultation between pupils, parents, staff and governors.
- Financial management is very good.
- Monitoring of teaching and learning is limited in science and the foundation subjects.

Commentary

45. The role of the governing body has very much improved since the last inspection. The members of the governing body make a very strong team and offer a wide-range of expertise, which they use for the benefit of the school and its community. They fulfil their responsibilities well and make a major contribution to supporting the leadership of the school. All statutory requirements are met fully, including effectively promoting the race equality policy in ensuring all pupils, including those from minority ethnic groups are fully included in the school community. Self-evaluation of the school is well established and while the headteacher leads the process, the governors play a key role. Discussions are wide-ranging and challenging and governors are well aware of the school's strengths and weaknesses. They recognise the need to raise standards and to ensure that each pupil is provided with the best provision available. Through monitoring and analysis of its performance the school is able to take effective action towards improving standards both in teaching and learning. Governors are mindful of the current financial restraints but are clear where their priorities lie, such as to maintain the current level of good, well-deployed support staff.
46. Leadership and management are very good. The headteacher is a very good leader and manager. She has a very clear vision and high aspirations for the school, which are shared by the leadership team. This vision and leadership have played a major part in the very good improvement the school has made since the time of her appointment. The leadership team supports the headteacher and, together they are an effective team and act as very good role models for other staff and pupils. There is a very strong commitment by the headteacher and all staff to ensure that all pupils are successfully included in every aspect of school life. This commitment has ensured that provision for pupils with special educational needs, higher and lower attainers, pupils from minority ethnic groups and those few who speak English as an additional language are provided with the best, appropriate, support.
47. The headteacher, leadership team and all staff and governors work effectively together to evaluate and set priorities for the whole school improvement plan. This is now a worthwhile document and sets out the strategic direction of the school for the following year. Parents and staff are consulted widely on issues such as sex and relationships education. Pupils' concerns and ideas, such as playground improvement and the introduction of a school council, result in successful outcomes and indicate the willingness to take on new ideas.
48. The role of the subject leaders has improved but while they monitor plans and coverage of the curriculum, the monitoring of teaching and learning in the classroom is limited except for English and mathematics. The school contributes to the training of a variety of students as well as providing work experience for young adults. The school now has an effective induction programme that enables new and newly qualified staff, to be well supported and to quickly become part of the teaching team. All staff, including the site manager who also acts as the school's ICT technician, take up the opportunity to improve their knowledge and skills by participating in a wide range of training available from the local education authority (LEA) and other providers.
49. Since the beginning of the term the headteacher has managed the provision for special educational needs. She is aware of the funding arrangements provided by the LEA which she feels are adequate for the number of pupils involved. These are used to finance the very good teaching assistants who carry out their role very well. Financing more learning support is a school priority and extra help is also provided for pupils in Years 1 and 2 identified as under-achieving to good effect. From January, the newly appointed deputy headteacher will become

responsible for special educational needs. As the headteacher is acting in an interim capacity, her leadership and management of the subject have been too short to make a valued judgement. However, what is currently in place provides evidence of past good leadership.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	616,837	Balance from previous year	79,264
Total expenditure	621,452	Balance carried forward to the next	6,999
Expenditure per pupil	3,170		

50. Management of the school's finances is very good. The school applies 'best value' very well. It compares itself with others and challenges its own effectiveness. The school has managed to achieve its financial priorities and keep within a balanced budget in spite of a reduction in funding from the local education authority. This is because the headteacher, finance officer and the finance governor are very well qualified and efficient and are able to provide the governing body with very good recommendations with regard to income and expenditure. The school is very effective and now gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

51. **Provision in the Foundation Stage has improved since the previous inspection. It is now good.** Children enter the Reception class with attainment that is broadly average, which is similar to the last inspection. However, from the school data, attainment in reading is slightly above average but writing and mathematics is lower for the present class. There are a few children who are at a relatively early stage of English acquisition. They make a good start to their education due to the effective provision and good teaching. This is because there is good promotion of speaking and listening skills and a very good attention to personal, social and emotional development. Children with special educational needs are effectively included in all activities in Reception. For example particularly sensitive support was given to a child to help her join in with the other children in circle time. The school has identified the necessity to raise the profile of the Foundation Stage. The co-ordinator is managing the provision effectively and leading new initiatives and revised ways of working with infectious enthusiasm. There is a newly extended outside play area for the children but the co-ordinator is aware that this needs to be fully resourced and more focused activities need to be planned for the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching and learning have improved in this area of learning and are now very good.
- Staff have high expectations of behaviour and attitudes towards work and play.
- There is strong promotion of independence and children are able to select their own activities.
- Children are very settled in their class, happy and have very positive attitudes towards learning.

Commentary

52. Teaching and learning are very good. The very effective work to promote personal, social and emotional development contributes strongly to the children's high standards in their behaviour and positive attitudes towards their learning. Consequently, many children achieve very well and are likely to exceed the early learning goals by the end of Reception. When talking to visitors, children are confident to talk about their work. They follow instructions well and are effectively encouraged to tidy away equipment. They are encouraged to care for others such as 'Scruff', the class toy. Children offer good suggestions as to how 'Scruff' became injured and wanted to send him get well messages.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is good promotion of basic skills of writing, reading and enjoyment of books.

Commentary

53. Teaching and learning are good for all children, including those with special educational needs and those who speak English as an additional language. Children achieve well and a few very well, so by the end of Reception, many are likely to reach average standards overall in

communication, language and literacy and a few will exceed the early learning goals. Children are encouraged to speak in sentences and verbalise their thoughts well through such times as circle time. Children listened carefully to their teacher and to other children offering their ideas about the time when they were little. There is good encouragement for children to read and write for a purpose. A letter and box is delivered to the class following the lunch break. There is excitement as the teacher opens the box and finds a bandaged 'Scruff'. One of the higher attaining children read out the letter, which asked them to look after 'Scruff'. Later a few children joined their teacher to write get-well messages. Their efforts of early mark making, symbols and words are praised and valued and children encouraged to read back their attempts. These interesting activities promote reading and writing well and help children achieve well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good.
- There is effective promotion of mathematical vocabulary through a wide range of activities.

Commentary

54. From photographic and recorded evidence of reception work, it is clear that there are good opportunities for children to achieve well in all aspects of mathematical development, for example measuring using non-standard measures. Many are likely to achieve the early learning goals but a few may not. During the inspection children confidently discussed numbers to ten, counting backwards and forwards as they played hopscotch. For example, they quickly counted with accuracy three / four jumps on from different numbers. Teaching is good, as illustrated when a child was trying to work out whether objects were light or heavy. Effective questioning and careful observation of the task meant the teacher was very clear about the next steps in learning for the child.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Very good use is made of visits and visitors to enhance this area of learning.
- Children have good opportunities to learn from direct experience and observation.

Commentary

55. Teaching is good and an imaginative use of visitors, such as the nurse and a baby sister, helps children achieve well. By the end of Reception, most children are likely to achieve the early learning goals and a few exceed them in all aspects of knowledge and understanding of the world. Good attention to observation and investigation helps children to learn how babies live and grow. There are good opportunities to improve speaking and listening skills as children are invited to ask questions. Children are fascinated when the baby cries and enthusiastically ask relevant questions. The teacher very skilfully continues the theme later in the day, by discussing when babies grow to become children. The teacher leads a discussion about what they could do as babies and what are they likely to be able to do when they are adults; this successfully reinforces the concept of the past and helps children think about the future. Children learn about the jobs people do when the nurse works with the children in the role-play

area. They enthusiastically learn the names and uses of some of the resources and participate in the 'surgery' well, taking turns to be the doctor or the receptionist.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There are many opportunities for children to develop fine motor control.
- The use of the outside play area is satisfactory and gives children some opportunities to play and develop their gross motor skills.

Commentary

56. Children have satisfactory opportunities to play and exercise outside as well as take part in physical education lessons in the hall. Teaching is satisfactory, which helps children to achieve well and by the end of Reception, the majority are likely to have achieved the early learning goals.
57. There is a newly extended outside area which is providing some outside activity for the children. However, at present there is a shortage of suitable outdoor equipment. Children behave well in the hall and very patiently wait their turn on different apparatus. They balance with reasonable control and increasing co-ordination. However, due to the organisation of the lesson, children are often inactive for parts of the lesson. After the lesson, the majority efficiently changed back into their clothes, managing the buttons and zips well. Fine motor skills are developed well during a range of activities as children handle tools, pencils and paintbrushes with increasing control. For example, when making their own models, they confidently cut out pieces of paper and card and join them with sticky tape.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children are encouraged to use a good range of media and explore pattern, colour and shape.
- There is a good promotion of role-play, which helps children use their imagination effectively. However, this could be extended further in the outside area.

Commentary

58. Teaching is good and many children achieve well. Many are likely to reach the early learning goals by the end of the Reception class. From evidence of children's past work, it is clear that they have lots of opportunities to explore different materials and media. They carefully and confidently apply paint and enjoy making patterns. The role play area in the classroom is used well, which is helping children play imaginatively and with increasing co-operation with each other. They became totally absorbed when playing in *Peter's Surgery*, taking turns to be the patient, doctor and receptionist. Good intervention by the teaching assistant and nurse help children work out their roles and encourage them to use relevant vocabulary when playing. Children enjoy singing and have great fun at different times of the day when singing with their teacher. They have learnt a wide repertoire and join in enthusiastically with the actions of songs such as the '*Music Man*'.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards have improved very well, particularly at the end of Year 6.
- Literacy is used effectively across the curriculum.
- There is well-focused support to small groups of pupils who need extra help both in the class by well-trained teaching assistants and through withdrawal groups with a specialist teacher.
- Work is planned effectively and matched well to all pupils' needs; this contributes to high standards.

Commentary

59. All pupils achieve well, regardless of special educational needs, gender or ethnicity; this also includes the few pupils who speak English as an additional language. Inspection evidence indicates that pupils at the end of Year 2 are achieving above average standards in writing and well above average standards in reading and at the end of Year 6, standards are well above average. Since the previous inspection standards have improved and risen faster than the national trend for pupils in Year 6. In the 2003 National Curriculum tests, pupils achieved results that were well above average nationally and in the highest five per cent when compared to similar schools. This is because virtually all pupils gained the average Level 4 and 50 per cent of them gained the higher Level 5. This trend is likely to continue because the pupils in the present Years 5 and 6 are already working at a high level. Pupils, by the end of Year 2, have maintained above average standards since the previous inspection, particularly in reading. This is evident because a high percentage of pupils gained the higher Level 3 in the National Curriculum tests.
60. Reading is promoted strongly in the school and pupils are encouraged to read widely for different purposes; this encourages them to develop a love of books. This is why standards in reading are so high throughout the school; they are well above average at the end of Years 2 and 6. For example, pupils in Year 5 enthusiastically reviewed a selection of books and then made informed judgements about their choices. This is because the teacher has a great love of children's literature, which she imparts to her pupils. Mature debate took place following written reviews. Pupils enthusiastically discussed the genre, evaluated the texts and made considered recommendations about their selections.
61. Standards in writing have risen because this has been a whole school priority. Standards are above average at the end of Year 2 and well above average at the end of Year 6. Teachers are effective in teaching basic skills and when introducing different styles of writing. For example, pupils in Year 6 effectively recalled the features of the journalistic style. They had a good understanding of the key features such as columns and sub-headings and knew how to introduce the characters and settings. They successfully developed the report and brought it to a conclusion whilst using a good reporting style.
62. The quality of teaching and learning is particularly good in Years 5 and 6. Teaching is generally satisfactory for younger pupils, although often good in Year 1. Planning is based on the National Literacy Strategy and work is matched well to pupils' prior ability. Effective support is given to those who need it and higher attaining pupils are sufficiently well challenged, particularly in the older classes. Teaching assistants are very well trained and make a significant contribution towards ensuring all pupils are effectively included in lessons. Teachers make learning fun. For example, Year 3 pupils learn effectively about the use of adjectives through demonstrating a '*frail man*' or a '*fierce cat*'. Teachers have very good relationships with their pupils and expect them to work hard and complete a good amount of work; this helps

pupils have a positive approach to learning. There are occasions when a few younger pupils drift off task and become restless because the teacher does not implement the same good behaviour management strategies as her colleagues. This wastes teaching time. Presentation is usually good and most pupils in Years 3 to 6 write in a neat joined script.

63. The management and leadership of English are very good. The responsibility is shared between two knowledgeable and enthusiastic staff, which is very effective. There are very good monitoring procedures for teaching and learning, which enables co-ordinators to offer good support to their colleagues. Very effective assessment systems to track pupils' progress and identify areas of the curriculum where there are difficulties mean targeted intervention programmes can be put into place. This helps to plan what pupils need to do next and is one of the keys to the school's success. For example, pupils in Year 4 who were identified as underachieving have made rapid gains in their learning and are achieving well.

Language and literacy across the curriculum

64. The use of language and literacy across the curriculum has improved and is now good. There is a strong whole-school drive set by the headteacher and implemented by the English co-ordinators, to improve writing. In this the staff have been very successful. Good examples in subjects such as religious education and history indicate that teachers have high expectations for pupils to produce good quality work and use their skills learnt in literacy lessons effectively. There are good links with other subjects and pupils write interesting accounts in history, take notes in religious education and use computers for research purposes to enable them to write reports in science. The use of information and communication technology for research methods is developing well in subjects such as science although the co-ordinators consider the use of computers could be enhanced further.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Standards are above expectations at the end of Year 2 and well above average at the end of Year 6.
- Subject leadership is very good.
- Use of assessment is very good and there is effective target setting and identification of strengths and weaknesses.
- Subject is rigorously audited and includes the monitoring of teaching and learning.
- Innovative approach includes parent involvement, 'maths challenge' and mathematics library.
- Standards of presentation in mathematics are good.
- Numeracy across the curriculum is incidental rather than planned.
- Problem solving is still a weaker area of the mathematics curriculum.

Commentary

65. The school has maintained high standards in mathematics. Inspection evidence indicates that seven-year-olds achieve above national averages and 11-year-olds achieve well above average standards. In order to raise standards even further the school is offering wider opportunities for pupils to become familiar and confident with mathematics. The school has worked hard at informing parents of the methods adopted by the school in number work so that parents can help their children with homework. The school has organised a fortnightly 'maths challenge' where pupils are able to enjoy solving interesting and unusual mathematical problems. A mathematics library has been developed so that pupils are able to take out a variety of games in order to raise interest and attitudes to mathematics further. Underlying this organisation is very strong leadership of the subject where innovative practice is raising pupils'

interest and involvement in the subject, all of which is having a positive impact on standards. Achievement is good for the seven year-old pupils, and very good for the 11-year-old pupils, where a good quantity and quality of work is produced. This includes all pupils, those with special educational needs, boys and girls, pupils from minority ethnic groups and those few who are learning English as an additional language.

66. Lively discussion concerning how best to add up to ten enabled pupils in Year 1 to understand the many different ways of adding two digits to make ten with the help of their fingers. Year 2 pupils use tape measures to make measurements of heads, arms, legs and feet. They know about centimetres and make comparisons between themselves and their friends. These classrooms offer interesting displays which help pupils to learn about numbers; for example to help with appropriate language the solid shapes in Year 2 were labelled “face”, “corner” and “edge” by the pupils.
67. The standards of presentation in mathematics are good and improve throughout the school. This helps pupils to be accurate in their working and enables good achievement in activities involving shape, space and working with co-ordinates. Pupils in Year 6 were familiar with co-ordinates in the four quadrants where they were using negative numbers. They identify and classify properties of quadrilaterals and are familiar with terms such as “adjacent”, “parallel” and “perpendicular”.
68. The quality of teaching is at least satisfactory for seven year-old pupils and good for 11-year-olds. The good teaching is characterised by good knowledge of the subject, challenging use of mathematical language and careful questioning that helps a clear understanding of mathematical concepts and allows pupils to describe and display their methods. Teachers know their pupils’ abilities in mathematics well. Through regular assessment and generally supportive marking they are able to group the class efficiently and provide tasks which enable pupils to progress and enjoy challenge. Teachers’ planning is detailed and provides important information for the teaching assistants. Assistants offer good support, especially to those who find learning difficult and pupils with special educational needs make good progress. Pupils’ learning is good because they enjoy the challenge set by teachers and teachers ensure activities are carefully matched to the pupils’ abilities and effort and understanding is praised and rewarded.
69. The leadership and management of mathematics are very good. The progress made since the previous inspection has been good. The National Numeracy Strategy has been successfully adopted, the quality of teaching has improved and the school has devised an effective system of assessing pupils’ performance and setting targets. Pupils have their targets glued inside their exercise books and this helps them to understand how they may improve. Through a rigorous subject audit the school has a clear understanding of the strengths of the subject and how further improvements may be made. For example, the co-ordinator is aware that problem solving is still a weaker area of the mathematics curriculum and has set out a clear action plan to provide a greater range of problem solving activities throughout the school.

Mathematics across the curriculum

70. Numeracy across the curriculum is incidental rather than planned. Little evidence of opportunities to develop numeracy was found in subjects such as science, history and geography. The use of ICT to support learning in mathematics is improving but opportunities to use numeracy in other subjects could be developed further.

SCIENCE

Provision in science is **good** throughout the school and many aspects of provision have improved since the last inspection.

Main strengths and weaknesses

- Standards achieved are above average at the end of Year 6.
- Progress has improved, especially for pupils in Years 3 to 6.
- Planning has improved since the last inspection.
- Development of pupils' investigative skills has improved.
- Pupils enjoy science, particularly when undertaking investigations.
- Good use is made of literacy and ICT to research information.
- Links with mathematics and ICT to record data are not yet firmly established.
- Formal results are not sufficiently analysed to identify weaknesses in provision.
- There is some lack of teacher expertise for younger pupils.

Commentary

71. Due to the improved provision and good teaching, standards since the last inspection have improved, particularly for pupils in Years 3 to 6. Standards achieved in national tests over the last three years show a gradual upward trend and in Year 6 they are now above the national average. Standards in Year 2 are in line with those expected nationally for their age. Most pupils, particularly the older pupils, achieve well, regardless of gender, ethnicity or those few pupils who speak English as an additional language.
72. Since the last inspection very good improvement has been made, particularly in the quality of teaching and learning for pupils in Years 3 to 6, which is good. This is because teachers, particularly those in Year 6, have very good subject expertise and work is planned effectively to meet the needs of the varying ability groups. Teaching is satisfactory overall in Years 1 and 2, but there is some lack of teacher confidence, subject knowledge and use of scientific vocabulary for the pupils in Year 2. In addition a slow pace in a lesson meant some pupils got restless and this inhibited progress made. Most teachers make use of good questioning, build on previous work and make pupils aware of their own learning. Teachers are careful to ensure that subject-specific language develops well and this is consistently emphasised and reinforced during lessons. Pupils' scientific skills become firmly established through the school because they are provided with regular planned opportunities to be involved in carrying out investigations in a variety of ways, including planning their own. As a result, their knowledge and understanding of the scientific method in Year 6 is often very good.
73. Pupils are enthusiastic about science and work well together, sharing ideas and resources. They are willing and very pleased to talk about what they are doing and learning. They enjoy the subject and most pupils, particularly the older pupils, present their work very well.
74. The use of ICT to research information and the use of literacy are well established for Year 6 pupils and this enhances their knowledge and understanding in the subject. For example, in one lesson seen, pupils access the Internet as well as use a variety of written materials to select relevant information for their projects on healthy living. They are purposeful in their endeavours, as their completed booklets will be displayed in a doctor's surgery. The teacher and the teaching assistant make a very good team. Learning is very good and all pupils, including those with special educational needs, make good progress. However, there are insufficient links between science and ICT for recording, analysing and presenting results and with mathematics.
75. The subject is led and managed well and the weaknesses identified at the time of the last inspection have been fully addressed. The use of assessment is now good and the school has

a portfolio of levelled work to support teachers. Analysis of formal tests so that weakness in provision can be identified and addressed, in order to raise attainment even further, is not yet fully established. The co-ordinator monitors provision and checks teachers plans for coverage of the curriculum but as yet, has had limited time to monitor teaching and learning in the classroom. The co-ordinator has introduced some good new initiatives such as Science Club for Years 5 and 6 linked to the British Association of Young Scientists. This contributes to good curricular provision as the club is well attended and encourages pupils to succeed in their learning. From this work pupils are successful in obtaining certificates for their ongoing investigative work and make annual visits to the Imperial College.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Standards are above those expected in Year 6.
- Resources have improved, especially the setting up of the suite.
- Teachers' confidence and competence have improved but still require further development.
- Teachers are working hard to use ICT across the curriculum and this is working satisfactorily in literacy and numeracy.
- Technical support is good and this has a positive impact on teachers' confidence and pupils' learning.
- Some aspects of the programme of study are not sufficiently covered, such as the use of sensors in Year 5.
- Management is unsatisfactory.

Commentary

76. Standards of the 11-year-old pupils have improved since the previous inspection and these are now above those expected nationally. Standards of seven year-olds are in line with national expectations. Further improvements have been made in provision for ICT, where the school is beginning to use the computer suite well as a cross-curricular resource. The suite is timetabled for use with both literacy and numeracy. Year 2 pupils were accessing a variety of programs to support their learning in connection with the prediction of sequences of numbers. Year 4 pupils used word processing to consolidate their understanding of non-chronological writing, the use of commas and sub-headings.
77. Seven-year-old pupils could talk about how they used ICT in lessons and were able to demonstrate a number of programs they were familiar with. Their knowledge and understanding was satisfactory. They had used the word processor to write stories and had inserted clip art graphics to illustrate the content. They knew how a graph plotting program could be used to illustrate quantities and help make comparisons and were able to explain how modelling software enabled them to go on make-believe journeys where they had to make decisions that affected their progress. Eleven year-old pupils talked with good understanding about their use of ICT within school. They described in some detail the range of software they had used and from the work seen and their verbal accounts; they use ICT satisfactorily to support learning in literacy and numeracy. Overall the achievement of all pupils, including those with special education needs, is satisfactory.
78. Teaching is at least satisfactory. This is an improvement since the previous inspection and a result of improved training and the adoption of a commercial scheme that supports their planning. Additional training on areas such as the use of sensors and data logging is needed to ensure complete coverage of the curriculum. At present, this programme of study is not covered in Year 5. Learning is better with the older pupils, as they are able to work more independently and have greater knowledge of software and how it can be used. The newly

acquired data projector when installed in the suite is intended to enable teachers to demonstrate software with greatly improved efficiency which should have a positive effect on pupils' learning. The weekly computer club enables Year 4 and Year 5 pupils to extend their knowledge and understanding further.

79. There is a new subject leader who has taken over from a previous teacher where the management was satisfactory. However, at the present time management is unsatisfactory because the subject leader has limited experience to support her colleagues and does not have a sufficient knowledge and understanding of the school software and how it can support learning.

Information communication technology across the curriculum

80. The school is working hard to ensure ICT supports learning in other subjects. In both literacy and numeracy there is a satisfactory use of ICT; teachers plan for teaching assistants to support groups either within class or in the suite so enabling good access to ICT activities. The Internet is used well as an information resource and work had been carried out in history to gather information on the ancient Greeks and the Olympic Games. However, knowledge as to how software can support learning in other subjects is less well developed.

HUMANITIES

Religious education and geography were inspected in depth but **history** was only sampled because too little evidence was gathered. There has been an improvement in history from the previous inspection as evident in the scheme of work, scrutiny of planning and discussions with pupils. The English and humanities co-ordinators are developing effective cross-curricular links between history and literacy. Only one lesson was observed in Year 6. Although teaching was very good and pupils achieved well in the lesson and were working at above average standards, it is insufficient to make a firm judgement with regard to teaching, learning and standards throughout the school.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Standards have improved.
- The scheme of work is now fully in place.
- Work is now more challenging for older pupils.
- There are good literacy links.
- Links with mathematics and ICT are not fully established.

Commentary

81. One lesson was observed in the subject but discussions with pupils, sampling the work available and observing planning, confirm that provision in geography is satisfactory. The adoption of a formal scheme of work has helped to ensure all pupils make sound progress in geography building on what they know and understand. Standards for pupils in Year 6 are in line with national expectations.
82. Evidence from planning and discussions with Year 2 pupils indicate that since the last inspection standards for this age group have been maintained and they are in line with national expectations. Pupils trace their route to school and map out the local environment using pictures and symbols to show buildings and facilities. They are aware of places beyond their own locality such as the clock tower in the city centre and a local country park visited in connection with their science work.

83. Provision has improved in geography because older pupils are now provided with more challenging work and are given good encouragement to use correct geographical language, as evident during a Year 5 lesson. Pupils showed good knowledge and understanding of the physical features of rivers and of the effects on the landscape of the process of erosion and flooding. Good teaching ensured pupils' literacy skills were well employed in discussions arising from the proposed diversion of the course of a river to prevent flooding. Pupils are aware of how decisions about places and the environment can be seen from a variety of viewpoints and that environmentally as well as economically, they have an impact on peoples' lives. Pupils achieved well during the lesson and acted in a mature, sensible manner. Discussions with Year 6 pupils provided evidence that they are also aware of other current environmental issues such as pollution.
84. The subject leader has just recently taken on responsibility for the subject; she is well qualified to lead and develop the subject further, although there is limited monitoring of teaching and learning for geography currently taking place. She is focusing on improving literacy links with the subject. Links with mathematics and ICT have yet to be fully established.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- There has been good improvement in the subject since the last inspection.
- Pupils have a good knowledge of world faiths in addition to Christianity.
- There is very good use of visits to places of worship and visitors to the school, which enhance pupils' knowledge and understanding of different religions.
- Good and very good teaching stimulates pupils' interest and helps them to have very positive attitudes towards the subject.

Commentary

85. Provision in religious education has improved since the previous inspection and is now good. Pupils achieve well and are interested in the subject. Standards are in line with the expectations of the Locally Agreed Syllabus for pupils by Year 2 and above those expected by Year 6. It is evident from discussions that pupils in Year 2 have a satisfactory understanding of the similarities and differences of different religions, such as Judaism and Christianity. They also retell Bible stories in good detail and understand why the Bible is important to Christians and the Torah is important to Jews. Pupils in Year 6 have a good understanding of the key features of several world religions, including the main Christian denominations. They talk with great respect about other people's beliefs and values and consider that it is important to be well informed about the main religions. Pupils understand the relevance of parables and clearly articulated the moral behind such parables as '*The Good Samaritan*'. They showed an empathy with the feelings and situations of others very well, which contributes effectively towards their personal development.
86. Teaching and learning have improved and are good in Years 1 and 2 and very good by the time pupils reach Years 5 and 6. From the discussions with pupils it is evident that teachers make lessons exciting by introducing a wide range of resources. They plan a very good programme of educational trips to such places as the Buddhist Centre, London Synagogue and Croydon Mosque, in addition to local churches. They invite interesting visitors, such as the Baptist minister who shares the significance of Advent with the pupils. These visits greatly stimulate pupils' interest and help them remember what they have been taught. Year 6 pupils enthusiastically discussed their visit to the Buddhist Centre when they were in Year 5 and Year 2 pupils remembered key facts about Judaism following a talk by a visitor. Literacy skills are employed well in recording work in different styles. For example, Year 6 pupils effectively take

notes about Guru Nanak in order to write an account of his life, when learning about Sikhism. Links with art and design are also good. Year 6 pupils discussed their designs for rooms to hold the Guru Granth Sahib; they showed great respect and maturity for the beliefs held by others.

87. Leadership and management of religious education are good. The subject co-ordinator has worked hard to address the weaknesses from the last inspection. Pupils now study a good range of religions, as well as Christianity, during their time in the school. Curricular provision is now good but the co-ordinator is aware that she needs to develop and implement procedures in assessment. She monitors teachers' planning to ensure good coverage but as yet, has had little opportunity to monitor teaching and learning in the classroom.
88. Religious education contributes strongly to pupils' spiritual, moral, social and cultural development. Displays reinforce the festivals celebrated in different religions. For example, they help pupils remember that light features as an important symbol in the festivals of Christmas, Diwali and Hanukkah.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

89. Art and design, design and technology and music were only sampled but physical education was inspected in full. Very few lessons were observed in art and design, design and technology and music. In addition to observing lessons, inspectors spoke to pupils about their work and to co-ordinators, checked planning to ensure the subjects were being covered appropriately and looked at pupils' past work. Limited evidence indicates that provision is satisfactory in all three areas.
90. **Art and design** has not been reported in full as too few lessons were observed during the inspection. From available evidence of pupils' past work and displays, provision for art and design is satisfactory; in some classes it is good. The scheme of work and national guidance ensures all aspects of the curriculum are covered. Pupils are provided with opportunities to experiment with a range of media and techniques. There are particularly good links with other subjects such as history, religious education and mathematics, for example when Year 3 pupils produced symmetrical pictures. The subject enhances pupils' development in spiritual, moral, social and cultural development. Interesting displays of pupils' work enhance the learning environment well, which helps to promote their self-esteem. Pupils learn to work together well, when they produce large mosaic pictures. Art club gives the co-ordinator an opportunity to extend the skills of the more able artists well.
91. **Design and technology** was sampled and not part of the focus for the inspection. From planning and schemes of work it would appear that design and technology is satisfactorily included in the curriculum. It is usually linked with other subjects such as science and art and design.
92. **Music** was sampled and was not part of the inspection. Too little evidence was collected to report on music. Pupils have opportunities to perform such as in concerts, at assemblies and sometimes the choir will perform out of school in concerts. The school organises peripatetic instrument tuition including violin, piano, guitar and clarinet and a weekly recorder class, which enhances pupils' experiences.

Physical education

Provision for PE is **very good**.

Main strengths and weaknesses

- Very good range of sporting activities including swimming, hockey, korfbal, netball, cricket, lacrosse, short tennis, athletics and cross country.
- Very good involvement with sporting fixtures. The football team and five-a-side team do well locally.
- Resources are very good and enable good skill development.
- Pupils demonstrate very good skills in both individual and team competitive sports.

Commentary

93. One Year 1 dance lesson was observed and two lessons in the upper school. From these observations and discussion with pupils and the co-ordinator there has been an improvement in the provision for physical education since the previous inspection and all pupils achieve well. Pupils participate enthusiastically in all aspects of physical education where effective subject management has enabled good progress in provision. Standards of the seven-year-olds are average but above average for 11-year-old pupils, which is an improvement since the previous inspection. Older pupils worked very well at developing control in hockey skills and used good team strategies during a netball game. Their abilities to work together predicting moves and working as a team are well developed. Teaching is generally good, with very effective support provided by teaching assistants and very good resources enabling all pupils, including those with special educational needs and those who are learning English as an additional language, to develop good skills. There is strong leadership of the subject by the co-ordinator. He ensures that the school enjoys a good reputation locally through its involvement in a wide variety of local competitive sporting fixtures.

Personal, social and health education

Provision for personal, social and health education is **very good**.

Main strengths and weaknesses

- Provision has improved since the previous inspection.
- There is a very good programme of cross-curricular activities.
- The programme is very good preparation for Year 6 pupils going to secondary school.

Commentary

94. The provision for personal, social and health education is now very good. There is a good scheme of work, which includes regular opportunities to take part in class circle time. Pupils are confident in participating in this activity, listen well to others and are confident when offering their contributions. There is a good programme of activities including work on diet, health, sex, drugs and personal safety. This programme helps pupils develop a safe and healthy life style, gain confidence and interact with others. It is well supported by visits from outside agencies. Teaching is very good, particularly for older pupils, which strongly contributes towards pupils' personal, social and health education. This was illustrated in a Year 6 personal, social and health education lesson, by the level of knowledge and understanding pupils had gained about the need for exercise and healthy diet and the dangers of drugs, alcohol and cigarettes. Pupils made very good use of their skills and knowledge in ICT, science and literacy to gather information and present a booklet on healthy living for a display in a local clinic.

95. Additional opportunities for social development are available through the school council, where elected pupils from each class discuss important school matters and experience good teamwork.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	2
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
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	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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