

INSPECTION REPORT

ST TERESA'S RC PRIMARY SCHOOL

Morden

LEA area: London Borough of Merton

Unique reference number: 102669

Headteacher: Felicity Austin

Lead inspector: Rajinder Harrison

Dates of inspection: 22nd - 25th September 2003

Inspection number: 257965

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:	Voluntary aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	473
School address:	Montacute Road Morden Surrey
Postcode:	SM4 6RL
Telephone number:	(0208) 648 1846
Fax number:	(0208) 715 1757
Appropriate authority:	The governing body
Name of chair of governors:	Paul Carter
Date of previous inspection:	2 nd March 1998

CHARACTERISTICS OF THE SCHOOL

St Teresa's Roman Catholic Primary School is larger than other primaries and serves the parish of St Teresa's. The area has a significant level of deprivation and economic circumstances are below the national average. The proportion of pupils registered for free school meals (11 per cent) is broadly average. The number of pupils moving in and out of the area is not high, with 16 joining and 21 leaving at times other than the start and end of the last year. Following local re-organisation of schools in 2000, 2002/3 was the first year in which the school had pupils in Year 6. At present the school has 434 pupils aged from three to 11 years, with a total nursery provision for 104 children to attend part-time. Two thirds of all pupils are of White-British origin, although 36 per cent are from a diverse range of ethnic backgrounds, including a small number of traveller pupils. A higher than average proportion of pupils (5.6 per cent) speaks English as an additional language, and 22 of them are at an early stage of learning English. The school has a below average proportion of pupils with special educational needs (12.4 per cent) and two of them have statements of special educational needs. As a result of its success in Years 1 and 2, the school gained the Schools Achievement Awards in 2002 and 2003.

The attainment of children when they join the nursery is below that expected for children aged three, especially in their communication and language skills.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18059	Rajinder Harrison	Lead inspector	English as an additional language Science Art and design
9306	Barbara Moore	Lay inspector	
16761	Melvyn Hemmings	Team inspector	English Geography History
27602	Richard Perkins	Team inspector	Special educational needs Mathematics Information and communication technology (ICT) French Physical education
33145	Deborah Holmes	Team inspector	The Foundation Stage Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school does not achieve the standards of which pupils are capable at the end of Year 6 in many subjects, because it fails to sustain the good progress children make in the nursery, reception and Years 1 and 2. It has not managed the integration of pupils in Years 5 and 6 well and does not meet their academic needs. Teaching in Years 3 to 6 is unsatisfactory. Leadership and management of the school are unsatisfactory. The school is failing to provide an adequate standard of education. Value for money is unsatisfactory.

The school's main strengths and weaknesses:

- Standards are unsatisfactory in many subjects at the end of Year 6.
- Teaching in Years 3 to 6 is unsatisfactory.
- The leadership and management of the school, including governance, are unsatisfactory.
- Planning of the curriculum and assessment systems are unsatisfactory.
- Provision for children in the Foundation Stage is good.
- Standards in literacy and numeracy in Years 1 and 2 are above average.
- Children with special educational needs in the Foundation Stage and infants are provided for well.
- Pupils have positive attitudes to learning and their behaviour is good.
- Parents and members of the local community provide good support to the school.

The school has made unsatisfactory progress on the key issues identified in the last report:

Standards have declined in a number of subjects, especially in the juniors. The information and communication technology (ICT) suite has improved provision ICT, but ICT is not used effectively to support learning across the curriculum. The quality of teaching is now satisfactory in the infants but is unsatisfactory in the juniors, resulting in pupils underachieving by the end of Year 6. Daily assessment is not used effectively to provide stimulating work, especially for more-able and lower-attaining pupils in Years 3 to 6. Internal re-decoration has improved a little with the addition of new classrooms, an ICT suite, the music and activities rooms and a recently re-stocked library. Many other classrooms are in need of attention, the roof leaks in many areas and the internal fabric has been neglected.

In accordance with section 13(7) of the school Inspection Act 1996, I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2000	2001	2002	2002
reading	B	C	B	B
writing	A	B	A	A
mathematics	B	C	B	A

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Similar schools are those with pupils of similar attainment at the end of Year 2.

(There are no validated results for Year 6 at present as this is the first year the school has had pupils at this age).

Overall achievement is unsatisfactory by the end of Year 6. Children in the **Foundation Stage** achieve well and make good gains in all areas of learning. They reach all the goals they are expected to by the end of reception. In Years 1 and 2, pupils continue to make good progress in their literacy

and numeracy skills and achieve above average standards in reading and well above average standards in writing and mathematics. Achievement is very good when compared with similar schools. Pupils make satisfactory progress in science and standards are in line with average expectations. **At the end of Year 6**, judgements based on pupils' work and their results from tests and assessments in 2003, indicate that standards are below average in English and science and well below those of similar schools. Achievement in mathematics is better than in English and science. In all these subjects, however, pupils fail to match their performance when they were at the end of Year 2. Standards of work seen in other subjects are also below expectations by the end of Year 6 and a significant number of pupils are not working to their capability.

Pupils enjoy school, form good relationships and work hard. Their spiritual, moral, social and cultural development is satisfactory. They have positive attitudes to learning and behave well. They are caring towards each other and enjoy taking on responsibilities. Attendance is satisfactory and most pupils arrive at school punctually.

QUALITY OF EDUCATION

The overall quality of education is unsatisfactory because provision in Years 3 to 6 is unsatisfactory.

The curriculum is not planned effectively for Years 5 and 6. Throughout Years 3 to 6, there are weaknesses in ensuring skills are built up systematically as pupils move through the school. There is a lack of emphasis on independent work, investigations, creative writing, and drama and discussion activities. These factors along with unsatisfactory resources in some subjects limit pupils' achievements. Overall teaching in Years 3 to 6 is unsatisfactory. Teachers' planning and use of assessment to make sure that learning builds on what pupils already know and understand are unsatisfactory. In many lessons much of the work is pitched at one level, resulting in a significant number of pupils failing to learn effectively because the work is either too hard or not challenging enough. Support staff are not always available to work with pupils who need additional help in many lessons. Teaching often lacks pace and is very directed, and there is an over-reliance on written work, so that pupils do not have the opportunity to talk about what they are learning or consider how well they have done. **Assessment** procedures are **unsatisfactory** and the information gathered is not analysed to identify how teaching and learning can be improved.

Teaching is good in the Foundation Stage enabling children to make a good start at school. Support staff are used to good effect in the Foundation Stage and Years 1 and 2. Teaching is satisfactory in Years 1 and 2, with some good features in some subjects. Pupils learn effectively, especially making good gains in their literacy and numeracy skills.

Members of the community help in lessons regularly and the school values this support.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are unsatisfactory.

Whilst the new headteacher and deputy have made a good start to review improvements, many issues from the last inspection remain outstanding. The monitoring of teaching and the school's performance has been unsatisfactory. The senior management team has yet to establish its function. Co-ordinators have little opportunity to monitor their subjects and aspects. Governors have not been diligent enough in monitoring the work of the school, allocating resources efficiently and ensuring satisfactory value for money.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very happy with the school but would like to be consulted more, receive more information about their children's progress and ensure that incidents of bullying are dealt with promptly. **Pupils** are very happy at school, enjoy the growing range of activities offered to them and feel they are treated fairly. They would like their views on ties and uniforms to be considered.

IMPROVEMENTS NEEDED

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

- Raise standards in Years 3 to 6 in all subjects.
- Improve the overall quality of teaching in Years 3 to 6.
- Improve the quality of leadership and management of the school to ensure that priorities for development are addressed consistently at every level in order to raise performance.
- Ensure that all co-ordinators are clear about their responsibilities and have adequate time and resources to carry out their duties, especially monitoring standards, teaching and learning.
- Develop a consistent approach to curriculum planning which ensures that teaching and learning build on previous work pupils have done as they progress from the infants to the juniors.
- Develop a consistent approach to gathering and analysing information from assessments and ensure that teachers use this information to plan work that matches the needs of pupils of all abilities and of all prior attainment.
- Develop the use of literacy across the curriculum and provide more opportunities for pupils to work independently, engage in discussions and debates and work collaboratively in order to develop their thinking and reasoning skills.
- Develop the use of ICT across the curriculum and improve resources where identified.
- Involve governors more effectively by providing them with the information they need to support urgent priorities and monitor the school's performance.
- Improve the internal fabric of the building.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in the Foundation Stage and Years 1 and 2 is good and for pupils in Years 3 to 6 it is unsatisfactory. Overall standards have declined since the previous inspection.

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

Standards in:	School results	National results
reading	16.7 (16.1)	15.8 (15.7)
writing	15.9 (15.3)	14.4 (14.3)
mathematics	17.5 (16.5)	16.5 (16.2)

There were 65 pupils in the year group. Figures in brackets are for the previous year.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well.
- Standards are above average in reading and well above average in writing and mathematics at the end of Year 2. The improvement in standards has been above the national trend.
- The school performs well in comparison with similar schools.
- Standards are below average in English and science at the end of Year 6. Pupils do not attain in line with their attainment at the end of Year 2. A significant number underachieve, especially in English, mathematics and science.
- More able pupils are not always challenged sufficiently and lower attaining pupils are regularly presented with the same work as the rest of the class.
- Years 3 to 6 do not have sufficient access to support staff to improve achievement.
- Work seen in many other subjects is of below expected standards at the end of Year 6.
- Standards in history and geography are below expectations throughout the school.

Commentary

1. Children enter the nursery with below expected levels of attainment in all areas of learning, the weakest aspect being communication and language. They achieve well in the nursery and reception classes because teaching is consistently good and activities are challenging. Expectations are high and adults interact and intervene effectively to ensure that all children participate in activities. A great emphasis is placed on developing language and communication skills in all activities. Children's achievements are recorded meticulously and further work is planned that matches each child's needs accurately. This good provision results in the great majority achieving the Early Learning Goals in all areas of learning by the end of the Foundation Stage.
2. Standards in reading and writing are above the national averages at the end of Year 2 and achievement is good. This is an improvement since the last inspection because literacy has been an area of particular focus. The teaching is planned well with good use of resources, including additional support staff to help pupils gain confidence in all aspects of the curriculum. Standards are below expected levels by the end of Year 6 because insufficient attention is given to practising skills pupils gained in Years 1 and 2 and applying literacy skills effectively in other subjects. Too much time is given to controlled and directed writing. There are few opportunities for pupils to speak and engage in debates and discussions. These factors affect their ability to articulate thoughts and ideas freely both orally and in their independent written work. The curriculum is currently not creative or challenging enough to raise standards,

especially of the more able pupils. Teachers make inadequate use of assessment information to plan work that matches pupils' ability accurately.

3. In mathematics, basic numeracy skills are developed well and the subject has been a priority for improvement. Standards in mathematics are above the national and similar schools' averages at the end of Year 2. Pupils achieve well in all aspects of the subject. Although standards are average at the end of Year 6, pupils' overall achievement is unsatisfactory. Insufficient time is given for pupils to conduct investigations and learn through practical activities. The curriculum places a strong emphasis on learning information and does not allow pupils to find enough out for themselves. Where pupils are not given sufficient individual help in Years 3 to 6, a significant number underachieve because they cannot access the work, as it is not matched to their ability effectively. Teachers make inadequate use of assessment information to raise the pace of learning and to present pupils with challenging activities where necessary.
4. Standards in science are average at the end of Year 2 and pupils' achievement is satisfactory. Investigation work and recording skills are developing well, with good opportunities for pupils to explore and observe in groups and draw their findings together with the help of the teacher. However, standards by the end of Year 6 are below average and overall achievement is unsatisfactory. There is insufficient emphasis on investigation skills and too much information is presented through directed work using worksheets and texts that some pupils cannot access. This restricts their ability to think and reason and test their thoughts and ideas effectively. More able pupils are not given challenges to extend their learning and hence raise achievement to match their capability. The limited time given to monitoring teaching, learning and standards and the unsatisfactory use of information from assessments to modify planning, have resulted in a significant number of pupils underachieving at the end of Year 6.
5. Standards in ICT were below expected levels at the time of the last inspection. Provision is now good in the new suite and overall standards are generally in line with expectations. However, pupils have insufficient opportunities to practise their skills in subjects across the curriculum. Teachers do not plan for using ICT in most lessons and pupils do not benefit from the learning in their discrete ICT lessons. This results in them not achieving as well as they might. Those pupils who have access to computers at home achieve well, but overall achievement is unsatisfactory.
6. Standards in history and geography have declined across the school because too much emphasis is placed on copying information and work is not planned to match ability carefully enough. Although limited work was seen in other subjects, standards are below expectations. The quality of pupils' work in art and design, design and technology is unsatisfactory at the end of Year 6 because there is little evidence of the systematic development of skills and individual creativity. The same applies to lessons observed in physical education, where pupils enjoy the activities, but insufficient emphasis is placed on developing skills effectively. Overall achievement is unsatisfactory in most areas of learning by the end of Year 6.
7. French is taught throughout the school and pupils achieve well. They enjoy exploring the language and good emphasis is placed on speaking and listening skills. The French-speaking support assistant makes a significant contribution to the standards pupils achieve, which are above expectations.

Pupils' attitudes, values and other personal qualities

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

Main strengths and weaknesses

- Behaviour and attitudes are good.
- Pupils are polite and courteous.
- Pupils work hard in lessons.

- A few pupils complain about bullying.
- Procedures for promoting attendance and punctuality are good.

Commentary

8. Pupils have positive attitudes to learning and enjoy coming to school. Behaviour is generally good and minor lapses, including incidents of bullying and harassment are now addressed promptly. Pupils show respect for others and are generally polite and courteous. Relationships throughout the school are good. Pupils particularly like taking on responsibilities that allow them to help around the school and look after others, for example, in the nursery and playground. They take an active interest in out-of-school activities, with nearly 60 attending the newly established football clubs. Pupils work hard in lessons and help each other when given the opportunity to work together. They play an active role in fund-raising for good causes. Their overall spiritual, moral social and cultural development is satisfactory. Planned activities in the curriculum to enrich spiritual and cultural development, while satisfactory, are limited. Opportunities are missed to give more pupils responsibility for the school's daily activities and to let them voice their ideas and views. The school council takes its role seriously and makes interesting suggestions on behalf of the other pupils. Pupils' overall personal development is satisfactory.

Attendance

Attendance in the latest complete reporting year 2001-2002 (%)

Authorised absence		Unauthorised absence	
School data	6.6	School data	0.0
National data	5.4	National data	0.5

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

9. Attendance has improved since the above data was gathered and is now satisfactory, as is punctuality. The school has good procedures in place to promote attendance and the impact is evident.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is unsatisfactory because provision in Years 3 to 6 is unsatisfactory. Teaching is consistently good in the Foundation Stage, enabling children to make a good start at school. Teaching is satisfactory in Years 1 and 2.

Teaching and learning

Main strengths and weaknesses

- Teachers' planning and use of assessment are unsatisfactory, especially in Years 3 to 6.
- In many lessons work is pitched at one level.
- Teachers' expectations are not always high enough, especially in Years 3 to 6.
- In Years 3 to 6, the availability of support staff is unsatisfactory.
- Teaching often lacks pace and is very directed and there is an over-reliance on written work.
- Pupils have insufficient opportunities to talk about or evaluate their work.
- Overall, assessment procedures are unsatisfactory.
- Assessment procedures for pupils with special educational needs and those learning English as an additional language are good.
- Children in the Foundation Stage learn from a range of interesting activities and experiences.
- Assessment procedures in the Foundation Stage are good and support learning effectively.
- In Years 1 and 2, pupils learn effectively and make good gains in literacy and numeracy skills.
- Pupils throughout the school enjoy learning and try hard.
- Members of the community help in lessons regularly.

Commentary

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	2 (4%)	19 (36%)	27 (51%)	4 (7.5%)	1 (2%)	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.

10. The quality of teaching is good in the Foundation Stage, where children make good gains in their learning. They enjoy a good range of interesting activities and tasks, which use inviting resources that engage their attention. Teachers and support staff intervene sensitively to ensure that children work purposefully and talk to them about what they are doing. In this way children's language and more especially their vocabulary, is enriched and they gain confidence in their communication skills. Personal and social development is good because routines and accepted behaviour are reinforced gently as children are shown how to play together and share toys and other resources. Where some children sometimes show reluctance, they are managed firmly and are encouraged to look at others who set good role models. Planning is good and expectations are high. Teachers are clear about the curriculum and plan work that matches needs effectively. They know their children well, share information with parents as necessary and ensure that all children are given the help they need to learn effectively and achieve well. Children are happy and secure in their learning and have fun exploring all that is on offer to them.
11. The quality of teaching in Years 1 and 2 is satisfactory, although there is some good practice in individual lessons and classes. As a result pupils learn effectively. Literacy and numeracy skills are taught well because teachers have a secure understanding of these areas and plan activities that challenge pupils and engage their interest. This results in the above average standards pupils achieve. Good use is made of the additional support staff to help pupils learn effectively. Although teaching in most subjects is satisfactory, there are weaknesses in the way teachers fail to use ICT to support learning where possible and there is an over-reliance on worksheets or pupils copying work which they do not always understand or can read. These two factors are even more prevalent in Years 3 to 6, where frequently all the pupils in a class do exactly the same work regardless of ability or prior learning. Developments in most subjects have been limited since the previous inspection.
12. In Years 3 to 6 teaching is unsatisfactory overall, although most of the lessons seen during the inspection were satisfactory and some were good. Overall expectations are not high enough to raise achievement. Work in pupils' books indicates that lessons are not planned well to take into account the needs of individual pupils. This leads to a significant number underachieving because the work they are required to do is too easy or too hard. Teachers' planning is unsatisfactory and features such as ICT, working in groups, opportunities for discussions, debates and investigation work and independent learning are very limited. This prevents pupils gaining the confidence to take more responsibility for their learning and assess how well they are achieving. In many lessons support staff are not available to assist. This limits the achievement of pupils with special educational needs, for whom some teachers plan inadequately. Teachers do not always plan effectively for pupils who are new to English because they do not have the expertise to do so. Support time from the specialist teacher for pupils with English as an additional language is limited. These few pupils underachieve if they join the school in Years 3 to 6. Members of the community who come in to help in lessons are generally highly appreciated and pupils enjoy the support they gain from them.

13. Learning in Years 3 to 6 is unsatisfactory overall. Pupils pay good attention in lessons and this is sometimes a challenge when lessons are dull and over-prescriptive. While pupils are secure in completing written tasks, often copying or completing exercises from texts, they are less secure in explaining their work and expressing their ideas and thoughts. They enjoy working with others, but sometimes higher-attaining pupils are placed with lower attaining peers. This results in learning being limited for both, because some pupils take the lead and the others sometimes switch off because they are left behind, unless teachers intervene appropriately. Behaviour is generally good but occasionally deteriorates as a direct result of teaching that is unexciting and written or practical tasks that are tedious. Pupils in the Years 5 to 6 find it particularly difficult to sustain interest, concentration and good behaviour in these circumstances, but do so usually.

Assessment

14. Assessment procedures are unsatisfactory because the information generated about pupils' achievements and progress is not used effectively when teachers prepare work. This is especially a weakness in Years 3 to 6. While marking is evident throughout the school, the quality varies considerably and is unsatisfactory overall. Few examples of constructive comments on how pupils' work could be improved or why it was good were noted. Throughout the school, few teachers explain at the start of lessons what they expect pupils to learn, nor how the work relates to previous activities. As a consequence pupils have no way of knowing whether they have been successful when the work is completed. The starts and ends of lessons are therefore generally unhelpful in gauging achievement, although some examples of good practice were seen.
15. Topic tests and other assessments take place regularly, but the information is not analysed and fed into planning effectively. Some teachers confirm that they spend up to six weeks at the start of each year assessing pupils' attainment in order to group them appropriately in their class. They are insecure about the information they receive from the previous teacher and this holds back pupils' achievement, especially in Years 3 to 6, where there is a larger team of staff and where Years 5 and 6 are still relatively new to the school. Annual assessments are carried out and as a result predictions are made as to where pupils should progress next. However, there is no check in the interim to ensure that pupils work to these predictions and achieve their targets. When at the end of the year they are tested again, new predictions are made and in some instances these do not relate to the previous year. In this way the school has no certain way of knowing why or when particular pupils fall behind or exceed their targets. This is another factor leading to some pupils underachieving.
16. Arrangements to assess pupils with special educational needs are good and targets are written in pupils' individual education plans and shared with parents. However, not all teachers use this information to ensure that they meet the needs of these pupils in all lessons, especially in Years 3 to 6 where additional support is unavailable. The same applies for pupils learning English as an additional language. As a consequence both these groups fail to achieve successfully in many lessons.
17. However, there is good practice in the school, in monitoring children's progress. Procedures are good in the Foundation Stage. Adults make regular meticulous observations of how well children achieve in the tasks set and plan activities using this knowledge. They share this information with parents so that they know how well their children are doing and how they can help them at home. Also, home-school books are a feature in the school but are not used consistently by all teachers and pupils.

The curriculum

Overall evaluation

Significant areas of curriculum provision are unsatisfactory. There has been a decline in provision since the last inspection.

Main strengths and weaknesses

- There has been unsatisfactory improvement since the last inspection.
- Access and opportunity for pupils in Years 3 to 6 is unequal in lessons.
- Provision for pupils with special educational needs in Years 3 to 6 is unsatisfactory.
- There are insufficient numbers of serviceable computers in classrooms.
- Books and materials are limited in some subjects.
- Some classrooms are not laid out effectively to support effective delivery of lessons.
- Curricular provision, accommodation and resources for the Foundation Stage are good.
- There is good support for pupils with special educational needs in the Foundation Stage and Years 1 and 2.
- French is taught to pupils throughout the school.

Commentary

18. There has been inadequate curriculum development following the re-organisation from a First to a Primary School. As a consequence, standards are below expected levels at the end of Year 6 and achievement in Years 3 to 6 is unsatisfactory. Planning adheres to national guidance with little modification of activities to ensure that pupils build on previous learning effectively. Published schemes and texts are used to inform planning, but approaches to adapt these for use across the school are inconsistent. There is insufficient and unsatisfactory emphasis given to the development of skills, with more time given to imparting information to ensure curriculum coverage. Pupils have only limited opportunities to talk about their work and share ideas through discussions; thus the curriculum restricts their independent learning and thinking skills. In many lessons, computers remain idle in classrooms, with lost opportunities to enhance pupils' ICT skills across the curriculum. Where teaching is good or better, the planning incorporates such features effectively and pupils achieve well in these lessons. Information from assessments and tests is not used efficiently to inform planning and in many lessons the same content is presented to all pupils, not considering their prior attainment carefully enough. Lower-attaining pupils find it hard to achieve and the more able are not sufficiently challenged to achieve well. By the end of Year 6 the school is failing to prepare all children for the subsequent stage in their education.
19. The curriculum for the Foundation Stage is good. Children have good access to a wide range of well-organised learning opportunities. A good number of adults support learning and resources that are of a good range and quality are used effectively to plan work that matches children's needs well. This level of good provision enables all children to achieve well.
20. There is good support for children with special educational needs in the Foundation Stage and Years 1 and 2, with good levels of classroom assistant time and activities that are suitably planned to match needs. Children consequently make good progress. In Years 3 to 6, low levels of adult support and curriculum content that is not matched well to pupils' ability, fail to provide adequate help for those pupils who need it. Similarly, while one-to-one support for pupils with English as an additional language is good, when these pupils are integrated into classes additional help is very limited and they cannot always access learning effectively. As a result a significant number of pupils underachieve as they move through Years 3 to 6. The new co-ordinator for special needs has plans to develop better involvement of parents and children in the education plan review process, but provision is patchy at present. There is a lack of consistency in the recording of National Curriculum levels on individual education plans, making progress more difficult to measure.
21. French is an enriching addition to the curriculum. Teachers deliver a simple but appropriate scheme of work focusing on conversation. A member of the support staff who is French provides a very good pronunciation role model in lessons. Good procedures exist for

assessment against national levels. The school's programme for pupils' personal, social and health education is satisfactory and good use is made of visitors to enhance pupils' awareness of issues related to sex education and drugs awareness. The school promotes healthy eating programmes effectively.

22. Some attempts have been made to improve the number of extra-curricular activities in order to enrich the curriculum. Some club activities have been established and the new headteacher has plans to increase the range and number. The physical education (PE) co-ordinator has worked hard to provide more sporting opportunities for children and is currently working towards the Sportsmark award. Extra-curricular provision is satisfactory.
23. Despite recent improvements, including new accommodation such as the nursery, the internal condition of much of the building is unsatisfactory. New office facilities and staff accommodation are exceptions. The new computer suite has gone some way towards improving ICT provision, part of a key issue at the last inspection, but the lack of adequate numbers of serviceable computers in classrooms has not been addressed. While the library has been recently re-stocked, books and resources for some subjects are limited. In some classrooms, ineffective use of space sometimes limits how effectively pupils are able to interact with each other when carrying out practical tasks. At the time of the inspection there were a number of concerns expressed about fire escape routes and electrical safety checks and a downpour that resulted in areas of the school being temporarily taken out of use because of the leaking roof. The need to redecorate much of the school remains part of a key issue from the previous inspection. The new headteacher and her deputy have worked hard to make some improvements, but pupils' needs are not met fully at present.

Care, guidance and support

The care and welfare of pupils are satisfactory. Pupils are satisfactorily involved in the development of the school. Support and guidance to raise achievement are unsatisfactory.

Main strengths and weaknesses

- The use of assessment information to support and guide pupils is unsatisfactory.
- Procedures to welcome new pupils to the school are good.
- Care, guidance and support are good in the Foundation Stage.
- Transition arrangements for pupils moving to secondary education are good.
- There are some serious concerns about the internal fabric of the building.
- The arrangements for dismissing pupils at the end of the day are unsatisfactory.

Commentary

24. Pupils' general care and welfare arrangements are good in the Foundation Stage and satisfactory overall. Parents are kept fully informed if the school has any concerns. Procedures for inviting children into the nursery before they start school are good and this helps them to settle quickly. The arrangements for helping pupils to transfer smoothly to their secondary school are good and improving. Pupils have some responsibilities around the school and those on the school council take their work seriously. They feel that their views are not always given a satisfactory hearing, however.
25. The school's assessment arrangements are unsatisfactory overall. Inadequate provision is made to ensure that pupils know what their targets are and how well they are doing to achieve them. The information gathered from tests and assessments is not carefully analysed to guide pupils successfully as they move through the school.
26. There are some serious concerns about the unsatisfactory maintenance of the building, including a very leaky roof. Arrangements to dismiss Years 3, 4 and 5 from the hall at the end of the school day are chaotic and unsatisfactory. Some teachers finish lessons over five minutes early to prepare their classes to leave at the end of the day.

Partnership with parents, other schools and the community

The school's partnership with parents is satisfactory, as are links with partner schools. Links with the community are good.

Main strengths and weaknesses

- Parents feel that information about their children's progress could be improved.
- Parents are concerned about incidents of bullying and harassment in the school.
- A significant number of parents feel their views and suggestions are not always taken into consideration.
- Community links with the parish are strong.
- The Parents' Association provides good support to the school.
- Parents feel that the office staff are very helpful.

Commentary

27. The school sends satisfactory levels of information home to parents about the work of the school. School reports do not always provide parents with targets their children need to work on at home and the school is addressing this. No incidents of bullying were seen during the inspection and the school's procedures to manage such occurrences are satisfactory. The school is happy to respond to any issues and concerns parents wish to raise. The work of the Parents' Association is good and contributes effectively to the work of the school. Their involvement in establishing the ICT suite has been invaluable in improving provision for ICT. Community links are strong and a number of members help in the school regularly, including working in the classrooms. Links with the partner secondary schools are satisfactory and evolving as the school settles into providing support for pupils in Year 6 before they transfer to their next school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are unsatisfactory, there having been insufficient improvement in important areas since the last inspection. The newly appointed headteacher has not had time to deal with such issues as the underachievement of significant numbers of pupils in Years 3 to 6.

Main strengths and weaknesses

- Management of the introduction of Year 5 and 6 classes is unsuccessful.
- The curriculum has not been led or managed well.
- Procedures for the school to judge how well it is doing are ineffective.
- The governing body is supportive but does not adequately shape the direction of the school.
- There has been unsatisfactory improvement since the last inspection.
- The new headteacher and deputy have already made some improvements.

Commentary

28. There have been some improvements made since the last inspection, such as in upgrading the resources for information and communication technology, including the creation of a computer suite. There has also been extension work to provide music and activity rooms and new classrooms for Year 6 and nursery areas. However, there has been little progress on the key issue of ensuring that teachers use assessment information to provide work that is matched to the ability of pupils, particularly the more able. Consequently they are often given work that is either too easy or too hard for them and so stops them achieving the levels of which they are capable. There has been insufficient improvement in the quality of teaching, particularly for pupils in Years 3 to 6, where there are significant levels of unsatisfactory teaching. The school has not met the target of implementing a planned programme of internal decoration as soon as possible, which means that there are many areas in the building that show unacceptable levels

of neglect.

29. Since the last inspection, pupils in Years 5 and 6 have been incorporated into the school following the reorganisation of the education system in Merton. This has not been managed well, with the school not being successful in providing a curriculum to suitably meet pupils' academic needs. The activities given to these pupils lack sufficient stimulation and challenge and result in significant numbers of them not achieving as well as they could. The school's assessment procedures are not rigorous enough to enable the progress of these pupils to be checked and targets for improvement to be set.
30. The curriculum as a whole has not been led or managed well and so does not provide a secure framework to progressively develop pupils' knowledge, understanding and skills in most subjects. For example, in English there are inconsistencies between classes of the same age group in the time given to developing pupils' creative writing skills, some classes providing guided reading sessions and others not. This means that some pupils have more opportunity than others to develop their writing and reading skills.
31. The governing body is supportive in many ways, such as in the regular visits of the parish priest to help in pupils' pastoral development. However, over the last few years the governors have relied too much on building up a picture of the school based on information provided by the headteacher. As a result they have not been active enough in providing challenge for the senior management team or in holding the school to account for its work. They lack an awareness of specific weaknesses, as is shown by the fact they believe teaching to be very good when evidence indicates there is too much unsatisfactory teaching. Though the governors are involved in budgetary matters, there is little monitoring and evaluation of the effect of spending on the achievement of pupils or the standards that they attain. When added to other factors, such as below average standards in Year 6 and ineffective leadership and management, this means that the school does not give satisfactory value for money.
32. The procedures for monitoring and evaluating the school's work, including teaching and learning, are unsatisfactory. In the last school year the senior management team did not have any meetings, which means their influence in this area was minimal. Leadership and management of subjects by co-ordinators are unsatisfactory as they have not been able to monitor teaching and learning and so do not have an informed view of the quality of education provided in their subjects throughout the school.
33. The new headteacher has a clear vision for the school and already, with good support from her deputy, she has made some improvements. The library has been refurbished, with attractive shelving provided for the new books that have been purchased and the senior management team has had a meeting to discuss ways forward. Such decisions are a step in the right direction, but there is much to be done to raise leadership and management of the school to an acceptable level.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,089,316
Total expenditure	1,010,747
Expenditure per pupil	2,192

Balances (£)	
Balance from previous year	62,147
Balance carried forward to the next year	78,569

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The good standards and provision identified in the last inspection in the Foundation Stage have been maintained and the accommodation issues have been addressed to provide a bright, attractive environment where children enjoy learning. The standard of teaching is good and children achieve well as a result. Planning for the Foundation Stage is thorough. Staff draw well on information from parents and other agencies. Assessment and recording of individual pupils' progress are comprehensive and detailed in teachers' records. The support from nursery nurses and other adults is good and the management of children is generally very effective. Children respond well to adults and to each other while they work in a calm and secure environment.

Pupils are offered a wide range of activities and experiences in a range of contexts and this leads to good and, for some children, very good progress. On entry to school, the attainment of many children is below that expected nationally, especially in the areas of speaking and listening, but, by the time pupils enter Year 1, most have achieved the goals they are expected to reach by the end of reception in all areas of learning. Some children exceed these goals and are working at or towards National Curriculum levels

Leadership and management of the Foundation Stage are good and there is ongoing, detailed and thorough monitoring and evaluation of individual children's progress. This ensures that learning for all children is good. Teachers and support staff do not use the information they have about children's progress to develop provision and raise achievement even further. This is a weakness across the school.

Personal, social and emotional development

Provision for pupils' personal, social and emotional development is good.

Main strengths and weaknesses

- Good teaching and high expectations lead to positive attitudes and behaviour.
- There is a calm, secure learning environment.
- Planning for and assessment of pupils' progress are detailed and thorough.

Commentary

34. Good teaching and a calm and secure learning environment enable children to make good progress. Although many have personal, social and emotional skills that are underdeveloped on entry to the nursery, children quickly learn routines and respond well to the teachers' high expectations. They enjoy circle time, take turns, listen well and are confident and eager to contribute to lessons. They respect and are polite to each other and work and play well together. Behaviour and attitudes are very good. Children show initiative in role-play areas and adults provide good role models. Outside play is planned and structured well to ensure that pupils play together independently and take turns.
35. Children who learn English as an additional language benefit from good support. Time is given to help them in the consolidation and reinforcement of language and social skills. This ensures that they are quickly made to feel secure and they learn to relate to other children quickly.
36. By the end of reception, children make good progress in their social, emotional and personal development, due to the thorough planning, checking of their progress and the commitment and good teaching of staff. Many achieve the Early Learning Goals expected by the end of reception and some exceed them.

Communication, Language and Literacy

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Pupils listen well and are keen to contribute.
- A range of good opportunities and experiences offer reinforcement and consolidation of skills across all areas of learning.
- There is detailed and thorough planning for and assessment of individual children's progress.

Commentary

37. Children enjoy listening to stories and join in with chorus and rhymes readily, reinforcing concepts such as number, days of the week, colours and shape. They enjoy the time spent with adults looking at books and are keen to answer questions and offer comments. Opportunities for pupils to contribute are frequent and planned for in whole class, small group and individual teaching. All children listen attentively and are eager to speak and express their ideas. All activities are planned to underpin the development of language acquisition and speaking and listening have a high profile in all activities.
38. Children have a range of media to practise writing and are encouraged to write, draw and paint on many occasions throughout the day, including during outside play. Children write letters with water using 'squeezy' bottles and use different instruments including their hands to write in paint. In reception some begin to write simple sentences independently.
39. Children talk increasingly confidently. The many visits undertaken and imaginative teaching have clearly had an impact on developing pupils' communication skills and developing and extending their vocabulary. They enjoy initiating conversation with adults. As a result of this good provision, children successfully attain the Early Learning Goals expected by the end of the reception year and a significant number exceed them.

Mathematical Development

Provision for mathematical development is good.

Main strengths and weaknesses

- Mathematical development is planned for and reinforced across all areas of learning.
- Teaching is good and children enjoy many imaginative tasks and activities in numeracy.
- There is detailed and thorough planning for and assessment of pupils' progress.
- There is a lack of ICT to support lessons.

Commentary

40. Mathematical development is planned well and taught effectively and children progress well. Work is planned and reinforced across all areas of learning and there is evidence of increased understanding, good consolidation and reinforcement of work in number, shape and space. Mathematical vocabulary is incorporated into many activities throughout the day. Children recognise numbers, count, add and subtract in outdoor play, make shapes and explore space through a good range of creative and physical activities. Teaching is imaginatively planned and structured to ensure that learning is enjoyable. For example, in one lesson children made and counted different shaped honey sandwiches for a picnic. The lesson was fun because it was 'sticky'! In front of their whole class, children confidently described the shape, the number of sides and the thickness of a shape inside a 'feely bag', and they used construction toys to build shapes into working models, thus applying their understanding of shape effectively.
41. Teachers' explanations are clear and they have high expectations. Lessons overall show a good balance of teacher-led and child-initiated activities to support learning. There is little

evidence of ICT being used to support lessons in mathematical development. By the end of reception, children achieve the Early Learning Goals they are expected to and a significant number begin to work at Level 1 of the National Curriculum.

Knowledge and Understanding of the World

Provision for knowledge and understanding of the world is good.

Main strengths and weaknesses

- There is detailed and thorough planning for and assessment of children's progress.
- There are a good range of experiences and opportunities to develop good understanding.
- Teachers need to make better use of ICT and role-play to extend children's learning.

Commentary

42. Teachers plan many activities and opportunities for children to discover and talk about their increasing interest in the world. They are given a range of interesting and stimulating activities, including hatching chicks and planting bulbs, to make learning more powerful. Children undertake numerous visits to develop awareness of the world around them and of others' cultures and beliefs. The role-play areas help pupils gain a sense of place and self, although sometimes this play is unfocused, resulting in some children occasionally 'wandering' from one activity to another, unless adults intervene at the right time. Children share a diverse set of cultures and values, but they accept each other's differences. They have good opportunities to consider and think about other cultures and beliefs through the visits they make and the use of stories, rhymes and during 'circle time,' where pupils talk freely about experiences. They listen intently to comments from each other about their families. Teachers intervene sensitively to guide learning.
43. By the end of the reception year, children successfully achieve the Early Learning Goals expected of them and a significant number exceed them.

Physical Development

Provision for physical development is good.

Main strengths and weaknesses

- Good adult intervention is challenging and extends children's skills.
- Outside play is planned and structured well.
- There is imaginative planning for physical development.
- There is detailed and thorough planning for and assessment of children's progress.
- The outdoor area requires further development to provide children with more learning facilities.

Commentary

44. Progression in the development of children's physical development is planned and monitored well and pupils make good progress. There is good provision for them to develop both fine and gross motor skills and an awareness of personal space and self-control. Teachers are imaginative in their planning for the development of fine motor skills and children enjoy threading, construction, stencilling and painting in a range of media with a range of tools, including their hands. Adult intervention is well timed and effective in challenging and extending children's experiences and skills and in sustaining concentration and motivation.
45. Outside play is planned and structured well and the area is appropriately equipped with large toys and equipment. Teachers in the nursery take full advantage of the outside play area and children enjoy interactions with others. They use equipment safely, respect each other and show good control, devising and exploring many ways to move. The plans to develop the

outside play area, which is currently tarmac and an extension of the main playground, to include a grassed section will enhance its attractiveness. . Progress in children's physical development is good. The vast majority of them achieve the goals expected of them at the end of the reception year and some are working at National Curriculum Level 1.

Creative Development

Provision for creative development is good.

Main strengths and weaknesses

- There are a good range of experiences and stimulating opportunities to develop creativity.
- Outside play is used well.
- Progress is monitored in great detail to ensure appropriate work is planned for each child.
- Teachers do not use ICT enough to help children's creative development.

Commentary

46. The teaching for creative development is planned well and delivered through a range of stimulating opportunities and experiences across all areas of learning. Outside play, water, sand, the home corner and various artefacts create different experiences that enable children to be imaginative and creative in their conversations and play. Construction is used well to encourage creative model making and discussion skills as children learn to play together on projects. A range of painting and drawing instruments and materials enable children to experiment with colour, texture, shape and size in two and three dimensions.
47. Music features well in learning and children reproduce rhythms accurately in the songs they learn. They enjoy the exciting range of experiences offered. Resources are prepared well and explanations are clear. There is an under-use of ICT to support children's learning. By the end of the reception year most children successfully achieve the goals expected and some exceed them.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is good in the Years 1 and 2 and unsatisfactory in Years 3 to 6.

Main strengths and weaknesses

- Teaching for pupils in Years 3 to 6 is unsatisfactory and a significant number of pupils underachieve.
- The curriculum is unsatisfactory.
- There is ineffective leadership and management.
- Standards are above average in Year 2.
- Most pupils have good attitudes to learning.
- Resources for literacy are limited.

Commentary

48. The curriculum is not planned effectively to ensure pupils develop their literacy skills well as they move through Years 3 to 6. This is particularly the case for pupils in Years 5 and 6, where the work planned does not take enough account of work done previously and consequently does not successfully build upon it. This provision hinders their ability to achieve to the level of which they are capable. There is an imbalance in curricular provision that leads to inequality of opportunity between classes, including those in the same age group. For example, there are more opportunities for pupils in some classes to write creatively at length, and also, while some teachers teach guided reading sessions, others do not. There are few planned

opportunities to develop pupils' literacy skills through other subjects and this is especially evident in science, history and geography. Similarly, planned opportunities to develop pupils' speaking and listening through drama and role-play activities are few and far between. The range of books to support literacy is limited.

49. Teaching in Years 3 to 6 is inconsistent. This results in pupils in some classes having better opportunities than others to further develop their writing and reading skills. Teachers do not use day-to-day assessment effectively; therefore work is not well matched to the ability of pupils, with activities often being too hard or too easy. This is especially the case for the more able pupils, who are not sufficiently challenged and so underachieve. The work given to pupils is often dull and fails to capture their interest and imagination. There is too much teacher direction and a lack of interaction with pupils to develop their speaking and listening skills, or to let them show initiative and take some responsibility for their learning. Often pupils are expected to work on tasks from texts and worksheets silently and this restricts their confidence in sharing thoughts and ideas. Insufficient use of ICT is made for pupils to develop their word processing and drafting skills in order to produce work in this medium. Few teachers use marking well as a means of suggesting to pupils how they might improve their work.
50. The well above average standards attained by pupils in Year 2 are the result of good teaching in Years 1 and 2. The teachers prepare and organise lessons well so that resources are readily to hand and little time is lost in moving to different activities. They ensure that new work builds on previous learning and they use assessment information to match work accurately for different ability groups. Good, clear explanations ensure that pupils know what is expected of them. Questioning is used well to find out what pupils know in order to move their learning on. Additional support staff take a very active role in supporting groups of pupils as necessary. Such good teaching was seen in a lesson in Year 1, where pupils were composing sentences based on an event in the story of 'Little Red Riding Hood'. In Year 2, pupils are encouraged to speak clearly and confidently and they listen attentively. They read with interest and write imaginatively, enjoying the opportunity to explore new vocabulary in their stories. They present their work well, taking care with spelling and handwriting, because they are keen to do well.
51. Pupils are well behaved and respond positively in lessons, even when the work given to them lacks sufficient challenge. They have a good work rate and are eager to please their teachers. When given the opportunity they work well together in groups or pairs and are willing to listen to the views of other pupils.
52. Since the last inspection, leadership and management have been ineffective in monitoring and evaluating work in the subject and in taking suitable action for improvement. The analysis of assessment information has highlighted areas for improvement, but action has not always been taken on board consistently. There has been restricted opportunity for the co-ordinator to observe lessons so that she can check teaching and learning. This means she has a limited view of the quality of provision in the subject and subsequently is not in a position to suggest and initiate necessary improvements.

Language and literacy across the curriculum

Pupils in Years 3 to 6 have too few opportunities to use and apply their skills of reading and writing. Teachers do not always expect or remind pupils of the importance of using their skills when they write in other subjects. Provision is better in the Years 1 and 2.

MATHEMATICS

Provision in mathematics is satisfactory overall and it is good in Years 1 and 2.

Main strengths and weaknesses

- Pupils' achievement is unsatisfactory between Years 2 and 6 because of weaknesses in planning and use of assessment information.
- Monitoring of teaching and learning is unsatisfactory.

- Standards are above average at the end of Year 2.
- There is a significant proportion of good teaching in Years 1 and 2.
- There is good support from classroom assistants for pupils, mainly in Years 1 and 2.
- Pupils' attitudes and behaviour are good in most lessons.

Commentary

53. Teachers' planning ensures all aspects of mathematics are delivered appropriately, but fails to take sufficient account of pupils' prior learning. It is based on national guidance but has not been sufficiently well adapted to meet the needs of all pupils, especially those in Years 5 and 6. Despite advice from the co-ordinator, teachers lack guidance on how to modify their planning to match the needs of pupils they teach. As a result, work is not pitched at the right level for the range of ability levels in each class and teachers do not take enough account of, and build on, prior learning. Pupils with special educational needs are supported well in Years 1 and 2, but no lessons seen in Years 3 to 6 featured support staff. Nor was there any provision made for more able pupils or those learning English as an additional language.
54. In Years 3 to 6 teaching is satisfactory. Where it is good, pupils achieve well, but there is insufficient good teaching to maintain the progress made in Years 1 and 2. In many lessons there is inadequate planning to ensure that the needs of all ability groups are catered for and information about pupils' prior attainment is not successfully incorporated to improve planning. Work is usually pitched appropriately for the pupils of average ability, but, where there is insufficient support from the teacher or classroom assistants, the less able pupils struggle and the more able pupils are insufficiently challenged. Both groups underachieve. One of the best lessons seen, in Year 6, started with feedback and praise for homework, followed by a lively game played in ability groups. During the main part of the lesson, pupils were given suitably challenging tasks to complete and during the plenary they were given time to explain their findings. This level of teaching is infrequent, and, while pupils work hard and behave well, some struggle to sustain interest when the work set is laborious and unexciting. At times pupils are engaged in exercises that consolidate learning, but for some this practice is unnecessary because they are already secure in their understanding.
55. Teaching in Years 1 and 2 is good, resulting in the above average standards which pupils attain. The most successful lessons feature good planning and careful preparation and are conducted at a lively pace. Despite the fact that lessons are often not planned accurately enough for all ability groups, the presence of support staff in addition to the class teacher enables pupils to achieve well. When support staff are not present, progress is slower. Staff ensure that pupils with special educational needs and lower attaining pupils are guided successfully in their work. Lessons are generally prepared well with good use of resources and the best lessons begin with a lively introduction with rapid questions and answers. Teachers use appropriate questioning to check previous learning before progressing to new work. Praise and encouragement motivate pupils to try hard and they enjoy learning. Pupils' standard of written presentation is good.
56. Behaviour is consistently good and pupils respond well in most lessons. The pupils co-operate well in class when given the opportunity, but frequently they work in silence on directed tasks and have only limited opportunities to discuss or explain what they are doing. Opportunities for independent work, investigations and applying skills learnt in ICT lessons to support learning in mathematics are also limited. Standards of presentation are good throughout and pupils continue to take pride in their recorded work.
57. The co-ordinator has not yet observed teaching and provided helpful feedback for teachers on how they might raise achievement. As a result the leadership has failed to obtain full and accurate information about attainment, achievement, teaching or learning and therefore a significant number of pupils are underachieving.

Mathematics across the curriculum

Satisfactory use is made of numeracy across other subjects, including measuring in science and in design and technology. However, use of ICT is limited in these subjects and pupils have few opportunities to collate data on a computer and process this information.

SCIENCE

Provision in science is unsatisfactory.

Main strengths and weaknesses

- Teaching in Years 3 to 6 is unsatisfactory and a significant number of pupils underachieve.
- The curriculum is unsatisfactory and there is too much emphasis on learning information and insufficient emphasis on investigations.
- There is ineffective leadership and management.
- Standards are average in Year 2 for the vast majority of pupils.
- Most pupils have good attitudes and enjoy learning.
- There is little evidence of ICT to support learning in science lessons.

Commentary

58. The curriculum is not planned effectively to ensure that pupils build on their previous learning successfully in order to achieve well. This is particularly the case for pupils in Years 3 to 6. Here teachers are not always clear about how well individual pupils performed previously, so that the work they plan is often not matched well to their ability. There is an element of repetition, especially when pupils move from one year to the next. Time is spent assessing them at the start of the school year, when they have also been tested at the end of the previous year. This limits their achievement as they move through Years 3 to 6. There are few planned opportunities to develop pupils' literacy and ICT skills, especially through science.
59. Teaching in Years 3 to 6 is unsatisfactory and pupils make unsatisfactory progress. There is an over-reliance on teacher directed work and pupils being given information they cannot always fully understand. Worksheets and textbooks are used extensively for pupils to copy work or answer questions. Therefore, for lower-attaining pupils, progress is unsatisfactory because the content does not always match their competence in literacy and more able pupils are not always challenged to interpret and explain what they learn independently. A significant number of pupils underachieve. The work given to pupils is often prescriptive and fails to engage and develop their thinking and inquiry skills. While investigations do take place, pupils play little part in designing them to explore their ideas and hypotheses. As a consequence their investigation skills are limited. A lack of interaction between pupils and between the teacher and pupils during lessons limits overall progress because pupils have too few opportunities to talk about what they have learnt. Because additional support staff are not always available, pupils with special educational needs or those at an early stage of English acquisition are unable to make satisfactory progress because their literacy skills are limited. Marking is often minimal and does not show pupils how they might improve their work.
60. Pupils in Years 1 and 2 attain average standards because they receive satisfactory and sometimes good teaching. The teachers prepare and organise their lessons well and ensure that appropriate resources are readily to hand. They stimulate pupils' interest by allowing them to explore materials and activities and make effective use of time to help pupils talk about what they are learning. Instructions and explanations are clear and they are expected to work sensibly and hard. Questioning is used well to find out what pupils discover and bring this learning together in class discussions. A good lesson in Year 1 showed pupils working well independently. The good level of interaction between pupils was effective in helping them learn from each other by sharing ideas and observations. Pupils' recorded work shows some level of independence in writing, although there is an over-reliance on worksheets that are the same for all ability groups.

61. Pupils are well behaved and respond positively in lessons, even when the work given to them lacks sufficient challenge. When given the opportunity, pupils work well together in groups or pairs and are willing to listen to the views of other pupils. However, sometimes when higher attaining pupils are partnered with friends who have difficulty in reading and writing, there is a tendency for the former to take the lead, resulting, sometimes, in the lower attaining pupils contributing little to the task. Pupils have little opportunity to assess how well they achieve in science because they have no set targets for improvement.
62. Since the last inspection, leadership and management of the subject have been ineffective in monitoring and evaluating work and in taking suitable action to ensure improvement. The co-ordinator has had no opportunity to observe lessons in order to monitor the quality of teaching and learning. She has gathered information by sampling pupils' work but has not followed this through by checking whether teachers have taken effective action to improve provision. This means she has only a limited view of the quality of provision in the subject and subsequently is not in a position to advise individual teachers on how to improve lessons and raise standards.

Information and Communication Technology

Provision for information and communication technology is unsatisfactory. The use of ICT to support learning across the curriculum is unsatisfactory.

Main strengths and weaknesses

- Standards have improved since the last inspection.
- Achievement of the more able pupils is unsatisfactory at the end of Year 6.
- Assessment is not used to inform planning.
- The co-ordinator has good expertise, but strategic leadership has been unsatisfactory.
- There is a very good computer suite, but the number of serviceable computers in the classrooms are inadequate.
- ICT is not used well to support learning in other subjects.

Commentary

63. Standards have improved since the last inspection and are in line with expectations throughout the school, but pupils do not achieve as well as they might due to a lack of opportunity to apply their learning in ICT lessons to their work in the classroom. A very large proportion of pupils have computers at home, where they have gained much of their initial experience of computing and other hardware such as digital cameras and sound systems.
64. Teaching and learning are satisfactory and have improved considerably this year with the establishment of the computer suite and the provision of a substantial programme of training for staff. A new scheme of work provides appropriate guidance for teaching and applying ICT, but the new assessment system has not yet been implemented and therefore teachers are unable to plan work that matches pupils' ability successfully, especially in challenging the more able pupils. Teachers fail to exploit the hard work they do in the suite by planning lessons in other subjects where pupils' ICT skills can be put into practice.
65. The pupil-to-computer ratio is well below the national average. The co-ordinator, who has worked hard to establish the suite, has received insufficient technical support to free her from software and hardware management, in order to develop teaching and learning, through monitoring lessons. As well as computing equipment being limited, there is insufficient hardware such as digital cameras and sound-reproduction systems to support the teaching of ICT effectively. This key issue from the last inspection has been met in part, but provision continues to be unsatisfactory.

HUMANITIES

History and geography

Provision for history and geography is unsatisfactory.

Main strengths and weaknesses

- Teaching is unsatisfactory and a significant number of pupils underachieve.
- Pupils have good attitudes to their learning.
- There are examples of good teaching in both subjects.

Commentary

66. In both subjects, teaching is unsatisfactory and results in pupils achieving levels below those expected for their age by the time they are in Year 6. Improvement has been unsatisfactory since the last inspection.
67. There is too much teacher direction in lessons, which restricts the opportunities for pupils to express their own views and to discuss these with the teacher and other pupils. Assessment information is not suitably used to ensure that pupils are given work that matches their ability and often they all complete the same task. This usually involves copying from a book or the board, or completing a worksheet. There are few opportunities for pupils to take part in independent research and report their findings in the way they feel most suitable.
68. In history lessons there are not enough opportunities to deepen pupils' knowledge and understanding by discussing and analysing evidence from the past. In geography there is little feedback to pupils from teachers on how they are beginning to think as geographers. Both subjects contribute little to developing the pupils' literacy skills. The co-ordinator does not have any opportunity to monitor teaching and learning, so is not in a position to suggest improvements.
69. Pupils show positive attitudes and behave well in lessons. They listen carefully and are eager to answer the teacher's questions. In a lesson in Year 4, where pupils were learning about why the Romans invaded Britain, teaching was good because the teacher captured their interest effectively. In a good geography lesson, pupils in Year 1 talked enthusiastically about the attributes of a hot climate. Such teaching was characterised by careful preparation, good classroom management and pupils being given interesting activities that captured and held their interest and imagination.

FRENCH

Provision in French is good and from the limited evidence gathered, pupils attain standards above expectations.

The school introduces French to children in the Foundation Stage and so, from an early age, they become familiar with the sounds, which they enjoy experimenting with. Pupils in Years 1 and 2 respond in French when the register is being marked and develop a confident approach to speaking the language in front of others. The lessons seen focused on speaking skills and learning new vocabulary. Pupils listened attentively and repeated phrases and sentences accurately, taking pleasure in games and activities that help them consolidate learning. In a good lesson seen in Year 2, the teacher's confidence with the language helped her plan tasks which pupils of all abilities could participate in comfortably. As a consequence learning and achievement for all were good. The French-speaking language support assistant contributes to the overall provision effectively.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Provision in music and art and design is unsatisfactory and standards at the end of Year 6 are below expectations.

Art and design

Teaching was satisfactory in lessons observed in Years 3 to 6. Teachers demonstrate satisfactory subject knowledge and understanding and their explanations and feedback to pupils are clear. Relationships between teachers and pupils are good. Pupils' behaviour and attitudes are positive and they try hard to achieve well. However, lessons lack pace and challenge, especially for the more able pupils and support for those learning English as an additional language is limited. Little time is given for pupils to assess their work and consider improvements by learning from others. In lessons and in pupils' work displayed around the school it is evident that there is a lack of opportunity for them to be creative and imaginative and develop individuality in their work. There is an over-reliance on the use of templates and pupils use only a limited range of techniques, media and materials in their work. From the limited range of work seen, standards are in line with expectations at the end of Year 2 but are below what is normally expected of pupils in Year 6. The co-ordinator agrees that the subject does not have a high profile in the school and she has little opportunity to monitor teaching and learning to help teachers raise the standards of artwork which pupils produce.

Music

In lessons observed in Years 3 to 6 teaching and learning were satisfactory. In the last inspection all teaching in music was judged as at least good and occasionally very good and therefore the quality of teaching has not been maintained. In the lessons observed, the teacher demonstrated secure subject knowledge, but activities were over-directed and controlled and opportunities for pupils to explore, experiment with and create music were limited. Although the new music room is bright and attractive and offers a good range of instruments, in the lessons seen there was little variation in the work presented to more able pupils and the teaching lacked challenge and excitement. Time given to performance was limited and pupils spent considerable periods following instructions and waiting their turn to play instruments. A few became restless under these unchallenging circumstances and did not sustain interest effectively. Very few were free to compose their own tunes by utilising the good range of instruments available in order to introduce some individuality in their performance. The scheme of work for the subject is unsatisfactory as it currently reflects low expectations of what pupils should be able to do at the end of Year 6.

Design and technology

Provision for design and technology is satisfactory.

Main strengths and weaknesses

- Behaviour and attitudes are good.
- There is little self-assessment or evaluation of pupils' work.
- There is a lack of creativity.
- There is only limited use of ICT.

Commentary

70. The scheme of work is detailed for each year group and defines objectives, resources, assessment and success criteria. In lessons observed, teaching was satisfactory and pupils responded positively. Work was correctly matched to pupils' ability, but there was no use of ICT. Work and displays around the school indicate that pupils are not given sufficient scope for individuality or creativity in their designs or sufficient time to evaluate their work. In one display in Years 3 to 6 where pupils had been required to be creative in their designs, the work was of a low standard and quality, indicating that they do not have the skills or sufficient experiences to undertake independent work successfully.

Physical education

Provision for physical education is unsatisfactory and the standards pupils achieve in their gymnastics skills are below expectations.

Main strengths and weaknesses

- There is a lack of challenge and gymnastics skills are underdeveloped.
- The role of the co-ordinator is not well developed.
- There is inadequate high-quality large gymnastics equipment for the primary curriculum.

Commentary

71. Standards and achievement were below expectations in the few gymnastics lessons seen in Years 3 to 6. No other aspect of physical education was seen. Pupils become very excitable when working in the gym and where teaching is weak or poor, their enthusiasm to play and explore is stronger than their interest in practising and improving their skills. In the good lesson observed in Year 1, where the teacher showed secure subject knowledge, she successfully explored with pupils how they might improve their performance in stretching and curling, and managed the learning effectively, but this level of pupils' self-control is not maintained successfully in Years 3 to 6.
72. The subject has not had a high priority over the years and much of the equipment is worn out or inappropriate to support learning effectively. The co-ordinator has had no access to a budget for improving resources until this term. Leadership is unsatisfactory despite the co-ordinator's enthusiasm to develop sporting activities across the school. There are now satisfactory levels of involvement in primary school sport such as football, handball and netball, as well as a steady increase in the availability of clubs. The co-ordinator monitors teachers' planning but has had no opportunity to observe lessons and support colleagues in raising the standards pupils achieve by the end of Year 6. Progress since the last inspection has been unsatisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons of personal, social and health education (PSHE) were seen.

From the school's information, provision is satisfactory. Pupils have regular opportunities to explore topics that help them gain satisfactory understanding. The school is involved in the 'Healthy Eating' initiative and the 'free fruit' scheme. A number of visitors are invited in to lead sessions on specific topics so that pupils gain an understanding of matters such as drugs awareness and sex education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	5
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5

Overall standards achieved	5
Pupils' achievement	5

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4

The quality of education provided by the school	5
The quality of teaching	5
How well pupils learn	5
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	5

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