

# INSPECTION REPORT

## STANLEY PARK INFANT'S SCHOOL

Carshalton

LEA area: Sutton

Unique reference number: 103006

Headteacher: Mrs Rachel Jacob

Lead inspector: Brenda Spencer

Dates of inspection: 17<sup>th</sup> - 19<sup>th</sup> November 2003

Inspection number: 258014

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Foundation
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
Number on roll:	258
School address:	Stanley Park Road Carshalton Surrey
Postcode:	SM5 3JL
Telephone number:	(0208) 647 9322
Fax number:	(0208) 773 4686
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Karen De Brunner
Date of previous inspection:	May 1998

## CHARACTERISTICS OF THE SCHOOL

Stanley Park is an average-sized infant school in Carshalton for pupils aged four to seven years. The majority of pupils have average attainment on entry to school and advantaged socio-economic background. There are 223 pupils attending full time and 35 part-time; 137 boys and 121 girls. Nine pupils left and 12 joined the school last year outside the normal times of transfer. The majority of pupils are White. A relatively small number are of Asian, African and Caribbean heritage. Eight per cent of pupils come from homes where English is an additional language. Two pupils are at an early stage of use of English and speak Farsi and Arabic. No pupils have statements of special educational needs and 12.5 per cent have special educational needs. This is below the national average. Special educational needs are predominantly related to social, emotional and behavioural difficulties, dyslexia and speech and communication. Seven per cent of pupils are eligible for free school meals, below the national average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20451	Brenda Spencer	Lead inspector	Foundation Stage, music, personal, social and health education and citizenship (PSHE)
9537	Caroline Marden	Lay inspector	
31566	Lynne Palmer	Team inspector	English as an additional language (EAL), English, art and design, geography, history, information and communication technology (ICT), special educational needs (SEN)
28200	Paul Stevens	Team inspector	Mathematics, science, design and technology, physical education (PE), religious education (RE)

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Stanley Park is a good school** which enables all groups of pupils to achieve well. The ethos is very good and staff and pupils feel valued. Standards by the end of Year 2 are above average for reading, writing, mathematics, science, art and design, and history. The quality of teaching, learning and leadership is good. Management is very good. Costs are average and the school gives good value for money.

The school's main strengths and weaknesses are:

- The very good leadership of the headteacher is inspirational in driving rapid improvement.
- The ethos of the school ensures every individual feels valued.
- Standards achieved are above average for English, mathematics, science, history, and art and design.
- The whole school community, pupils, parents, staff and governors influence and are committed to the plan for school improvement.
- The good provision for spiritual and social and very good provision for moral education result in pupils' good attitudes to learning and very good behaviour.
- Part time children in reception class do not experience a balanced curriculum.
- Teaching is particularly effective in developing pupils' oracy, literacy and numeracy.
- Measures for evaluating the outcomes of the school improvement plan do not focus sufficiently on outcomes for pupils.
- The curriculum for information and communication technology is not covered in sufficient depth.

Improvement is good since the last inspection in 1998. The many recommendations made have been met in most respects. Staff still lack confidence in teaching ICT, partly because of unreliability of machinery. Strengths in the provision have been maintained. In addition, the quality of teaching, leadership and management, standards in science, RE and history have improved. Pupils' behaviour and attitudes are also better.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	B	A	B
writing	A	B	A	B
mathematics	A	B	A	B

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.  
Similar schools are those with similar percentages of pupils eligible for free school meals.*

**Achievement is good.** Pupils in Year 2 reach standards which are above average in reading, writing, mathematics, science, history, and art and design. They make good progress from their starting points. Children are on track to exceed the goals expected by the end of reception year in personal, social and emotional development, communication, language and literacy, except writing, and also exceed them in mathematical development, knowledge and understanding of the world, and physical development. They are on track to meet them in the rest of their learning. All groups of children achieve equally well. Pupils in reception class are able to concentrate well. Pupils have a notable understanding of religious symbolism, the significance of historical events and a good knowledge of the chronology of periods. Children with English as an additional language (EAL) and with special educational needs (SEN) make good progress and feel confident.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Quality of teaching is good** in all year groups. Teaching is very clear about what is being taught so pupils work with a good sense of purpose. High standards of behaviour are expected and achieved. The skilful use of resources and the work of teaching assistants support pupils' learning well. In reception class, the quality of relationships ensure children feel secure. Key skills are taught well. Subject knowledge is generally good overall, but staff lack confidence in teaching ICT. The curriculum is broad and balanced across the subjects. Literacy and numeracy are given good emphasis. For part time children in reception, this dominates their experience so that they have too little opportunity for other aspects of their learning. The curriculum is enriched by special events such as health and history week.

Pupils are cared for well. Parents are involved very well in their learning and the careful monitoring of pupils' progress results in good guidance to ensure their academic and personal welfare.

## **LEADERSHIP AND MANAGEMENT**

**Leadership is good overall and management very good.** The headteacher provides very good leadership and has put in place very good management systems since her appointment in January 2003. This is effecting rapid improvement in provision. The leadership of key staff is good with positive outcomes for the quality of teaching.

**The leadership, management and work of the governing body are good.** They are supportive and challenging of the school.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have a very positive view of the school. They respect the leadership of the school, believe their children to be well taught and say their children are happy.

Pupils like their school very much. They enjoy their lessons.

## **IMPROVEMENTS NEEDED**

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

- Develop measures of success for the school improvement plan which describe desired outcomes for pupils;
- Provide part time children in reception class with a balanced curriculum; and
- Increase staff confidence and subject knowledge in teaching ICT.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards achieved across the school are good. Achievement is good across the age range and for different groups of pupils, including those with EAL and SEN.

#### Main strengths and weaknesses

- Children in reception classes exhibit high levels of concentration.
- Pupils have a good understanding of historical events and chronology.
- Pupils achieve above average standards in English, mathematics, science, history, and art and design.
- The breadth and depth of pupils' skills in ICT are limited by the reliability of, and pupils' previous limited access to, computers.
- Pupils with SEN, EAL, from different ethnic minorities and of different capabilities achieve well as a result of good support and careful tracking of their progress.

#### Commentary

1. Most children enter school with expected skills in communication, personal, social, emotional and mathematical development. The present reception class is above average. Most children are on track to exceed the goals for personal, social and emotional development, for all aspects of communication, language and literacy, except writing, for mathematical development, knowledge and understanding of the world, and physical development. They are on track to reach them for writing and creative development. Overall, children achieve well in all areas of learning, other than creative development, where their achievements are satisfactory. However, the emphasis on literacy and numeracy in the morning means children attending part time do not have sufficient opportunity to experience other aspects of the curriculum. The opportunities for discussion and the careful planning to expand pupils' vocabulary result in children achieving particularly well in communication and using language for thinking.
2. By the end of Year 2, pupils reached standards in the 2003 national tests that were well above national average in reading, writing and mathematics. Their results were above average in comparison to similar schools. The proportion of pupils reaching the higher levels in these subjects and in science was well above the national average. They were well above average compared to similar schools in mathematics and science and above average in reading and writing. The school sets itself challenging targets for attainment in Year 2 and is largely successful in meeting them. The improving trend of results is broadly in line with the national trend.

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

Standards in:	School results	National results
reading	17.5 (16.4)	15.7 (15.8)
writing	16.3 (15.0)	14.6 (14.4)
mathematics	17.6 (17.2)	16.3 (16.5)

*There were 90 pupils in the year group. Figures in brackets are for the previous year.*

3. Pupils in the current Year 2 reach standards that are above average in English, mathematics and science. All groups of pupils achieve well. The difference in the standards compared to

the tests in 2003 relates to the lower starting points of the present Year 2 pupils. Their achievement is supported by careful review of the provision by subject leaders. In English and mathematics, teachers introduce pupils to a wide range of strategies, for example, on how to calculate or to read. In science, they benefit from a strongly practical approach to the curriculum. Pupils' progress is tracked carefully, with swift intervention when anyone is struggling or not achieving as well as predicted. This early identification and support helps pupils to achieve as well as their peers. Discussion is an important part of lessons. This, together with the warmth of relationships, means pupils at an early stage of using English feel able to share their thoughts and participate well.

4. By the end of Year 2, higher attaining pupils speak with confidence, often using complex sentences to explain their ideas. Most pupils are confident about speaking in public, even those at early stages of using English. They use a range of strategies to read texts, including their well-developed knowledge of the sounds of different letters and their word building skills. Pupils are able to write for a range of purposes and are particularly expressive in poetry.
5. In mathematics, most are able to subtract and add numbers, work with money and measures to 100. High attainers work to 500. Pupils have a good knowledge of shape but their skills in applying mathematical knowledge is less well developed because of the limited time devoted to this aspect.
6. In science, pupils' investigatory and experimental skills are well developed because of the emphasis given to this in the curriculum. In particular, pupils explain the reasons behind their predictions and conclusions well. They show good collaborative skills when working together. Pupils have a good understanding of light and materials.
7. Achievement in history and art and design is good. Pupils are often inspired by imaginative teaching, exploration of artists' techniques and special events such as history week. Achievement is satisfactory in religious education, music, physical education and personal, social and health education. Achievement in ICT is unsatisfactory. This relates to a legacy of unreliable and limited equipment. Whilst pupils have covered the National Curriculum, they have done too little work in depth and are only recently beginning to apply ICT across the curriculum.
8. Standards in information and communication technology, geography, religious education, music, physical education and personal, social and health education are in line with expectations. Standards are above expectation in art and design and history. No judgement could be made about design and technology because of a lack of evidence.
9. Standards in national tests and tasks have improved since the last inspection. Standards in religious education are now in line with expectations rather than unsatisfactory. Pupils now make good progress in science and satisfactory progress in music.

### **Pupils' attitudes, values and other personal qualities**

**Pupils' behaviour is very good. They enjoy their lessons.** Attendance is satisfactory. Pupils' personal development is good overall. **Provision for moral development is very good, for social and spiritual development it is good and it is satisfactory for cultural development.**

### **Main strengths and weaknesses**

- Pupils' good attitudes to school.
- Pupils behave very well in and out of the classroom.
- There are very good relationships throughout the school community.
- Provision for moral development is very good.
- There is an increasing number of family holidays taken in term time.

## Commentary

10. Pupils enjoy school. They come in happily in the mornings eager to tell their teachers any news they have. In reception, children are thoroughly involved in their learning and have very good powers of concentration. In lessons, pupils are interested in their work and are keen to take part in activities and because of this they work hard and achieve well. In a Year 2 history lesson, pupils readily accepted that the teacher was Samuel Pepys and were eager to tell 'him' what they knew about the Great Fire of London. Many pupils take part in the many after school and lunchtime activities the school provides.
11. Behaviour has improved since the last inspection. In lessons, most pupils behave very well, responding quickly to teachers' instructions and they move sensibly around the classroom. There are a few pupils whose behaviour is less good and this is related to their special educational needs. In these cases, teachers manage some difficult behaviour very well. Pupils work in an environment free from oppressive behaviour such as racism, sexism and bullying. There are good systems in place to deal with such incidents should they arise. Lunchtime is a pleasant social occasion with pupils talking quietly to each other. When they go out to play, they can organise their own games and play well together. Pupils are polite to visitors and help them spontaneously, for example, picking a book up that a visitor dropped. There have been no exclusions in the last year.

## Attendance

12. Although attendance is satisfactory, there are an increasing number of families who are taking their holidays in term time. The school is concerned about the level of absence and monitors attendance closely. Requests for holidays are considered carefully to ensure that it is for a family holiday before the absence is authorised. The school will, rightly, not authorise absence for birthdays of family members. Where the school has concerns about pupils' attendance, it works closely with the educational welfare officer and other relevant agencies. Pupils are punctual in the morning and quickly settle to their work.

### ***Attendance in the latest complete reporting year (2002 %)***

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.3
National data	5.4	National data	0.4

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

13. There is a very strong moral code that underpins the work of the school. It is encapsulated in the Busy Bee Code – Be kind, Be helpful, Be the best you can. Teachers treat pupils with respect and fairness and pupils respond by respecting each other and the adults in the school. The personal, social and health education lessons make a strong contribution to pupils' personal development and effectively encourage pupils to think of each other's feelings and to do 'the right thing'. Pupils who have behavioural problems are also encouraged to make the right choice and this often has the effect of the pupil behaving appropriately. Opportunities for pupils to develop spiritually occur in assemblies and in different subjects. For example, nature in autumn was the inspiration for pupils' poetry. Teachers plan for pupils to work in different groups to help them develop their social skills and because of this pupils work very well together. They take turns and share resources sensibly. Cultural provision is satisfactory with pupils having opportunities to learn about western artists and aspects of other cultures, which is an improvement since the last inspection. Festivals such as Diwali are celebrated and stories from other cultures are used in assemblies. All pupils are valued. For example, staff assiduously seek the opinions of all groups of pupils in lessons and this contributes to creating a racially harmonious community.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education is good.** The curriculum is satisfactory overall. Pupils' knowledge, skills and attitudes are developed well by good teaching. Pupils are cared for well. Relationships with parents are very good.

### Teaching and learning

**Teaching, learning and assessment are good overall** and support pupils' good achievements well.

### Main strengths and weaknesses

- Planning of lessons builds well on previous learning.
- Relationships are warm, creating a positive atmosphere for high expectations of behaviour.
- Key skills and knowledge are explained well.
- Lessons have clear targets for learning, giving pupils a good sense of purpose.
- Discussions engage pupils and review their learning well.
- Questions probe pupils' understanding well and in most subjects technical vocabulary is developed well.
- Resources are well prepared and teaching assistants are used well to support pupils.
- Occasionally, there is a mismatch of work to pupils' prior capabilities.
- Some praise is given too freely and pupils' ideas accepted uncritically.

### Commentary

14. The quality of teaching has improved significantly since the last inspection. In particular, the proportion of good and better teaching is much higher. This is in the context of much higher expectations to achieve these grades than in 1998. Greater consistency in the quality of teaching relates partly to the work done on improving planning in several subjects.

### Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	2 (6%)	19 (58%)	11 (33%)	0 (0%)	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.*

15. The strengths of teaching and learning and points for improvement are similar in the Foundation Stage and Key Stage 1. It is a common feature that lessons are planned well. The main focus of lessons is carefully explained so pupils have a clear sense of purpose. In reception class, this is often achieved informally. For example, a teacher wearing a necklace made out of shapes used this as a prompt to outline what the children would be doing in mathematical development. The objectives for lessons are often written up for older children to read so they can focus their minds on the work in hand. Planning, in response to very good monitoring and evaluation, is increasingly taking account of the range of capabilities in the class with the result that more often than not all pupils achieve well.
16. Pupils across the school behave very well. Staff have very high expectations of their classes to listen courteously to one another, to work together constructively and to apply themselves to their work. Sometimes, the expectations are too onerous for the youngest children, who are sometimes expected to apply themselves to adult-directed and highly focused activities for too long without a break. In general, the warmth of relationships and the expectations result in very good behaviour. This is achieved without suppressing pupils. For example, Year 2 pupils were able to make their way sensibly to the hall for PE without the usual formality of lining up,

could choose partners and spread themselves amongst the apparatus with the minimum of fuss or adult intervention.

17. Discussions are a significant part of lessons. Staff most often ask questions which invite extended answers. This gives opportunities for lessons to take unexpected directions. In reception class, when considering the rolling properties of different shapes, one child contradicted the general findings saying 'a cube does roll, a dice is a cube and that rolls'. This allowed a detailed and high level discussion. In Year 2, pupils tried to explain to Samuel Pepys how to find information on the progress of the Great Fire of London on the Internet. Planning includes useful questions and vocabulary to introduce for most subjects and this particularly benefits pupils learning English as an additional language. Only in ICT do pupils not have a good grasp of the vocabulary associated with the subject.
18. Explanations are very clear and key skills are taught systematically. As a consequence, pupils' literacy and numeracy skills develop well. The stimulating use of resources and deployment of staff to support children's learning support this to good effect. In Year 1, a cave and torch were used to show that the absence of light makes it impossible to see. Puppets bring vitality to mathematical learning and pupils enjoy rectifying the errors that they make. Classroom assistants often make observations of pupils' achievements in class sessions such as literacy and numeracy. These are used to plan future learning. In group work, assistants provide well-planned assistance for pupils with SEN or EAL. Lessons for gifted and talented pupils in mathematics make an excellent job of maximising their intellectual endeavour.
19. In otherwise satisfactory lessons, there is sometimes not a close enough match of work to pupils' capabilities. In reception class, worksheets used in mathematics are too demanding for some children and underestimate the potential of others. In mathematics, occasionally the work is not demanding enough for some higher attaining pupils. In science, some higher attainers record too little of their findings. Sometimes in lessons, praise is given effusively when it is not deserved or ideas pupils have about, for example, the effects in a piece of music, are accepted uncritically. This results in pupils not getting a clear enough idea of how to refine their work to achieve even higher standards. In music and in physical education, opportunities are missed for pupils to review their own work and identify its strengths and what can be improved.
20. Overall, assessment is good. There are good procedures in place to track pupil progress in English, mathematics and science. Assessment in other subjects is based on evaluation at the end of units of work and generally is used successfully to inform further planning. A new programme has been introduced to track progress in the targets set for individual pupils and for classes. Targets are based on a thorough analysis of assessment data and form an integral part of performance management target setting for all staff. Areas of weakness are identified and addressed. For example, all pupils have writing targets to help raise standards. This has been supported by training with junior staff to ensure consistency of judgements about standards. Assessment for learning is good and outlines the next steps for each pupil. This information is shared with parents. Staff have developed a system for early identification of pupils with SEN. The marking system gives good feedback to pupils on how to improve their work. Pupils understand this system well and there is a clear, positive impact on learning.

## **The curriculum**

The school provides a **satisfactory** curriculum and meets statutory requirements.

## **Main strengths and weaknesses**

- The curriculum for children aged four to five is broad.
- Provision for pupils with special educational needs is good.
- The school ensures all pupils have equal access to what it provides.
- The curriculum for part time children in reception classes is not balanced.

- The school prepares pupils very well for moving to the next school.
- The school includes a good variety of learning opportunities outside lessons.
- The use of ICT across the curriculum lacks sufficient breadth and depth.

## Commentary

21. The school has developed a good overall plan for the curriculum. This has provided the basis for teachers in each year group to work together to give all pupils the same programme of work. This is improved since the last inspection. Also, the allocation of time given to subjects is better. There are no long gaps in teaching and pupils remember what they have previously learnt. The school has also introduced special weeks for such subjects as design and technology, and history and health, when they work on a project in depth and thereby develop both their skills and their independence. Within subjects, too, there have been some important adjustments, most notably in science, where the under-emphasis on practical investigation has been rectified. Such changes give pupils a better balance of academic and active learning, thereby motivating them. The curriculum meets statutory requirements.
22. Provision in the Foundation Stage is good overall. The experiences children have and the quality of teaching support the development of personal, social and emotional skills, their communication, language and literacy skills and for their mathematical skills. The children have access to the outside to develop more large and active dimensions of their learning. Because of the emphasis on communication and mathematics in the first part of the day, part time children do not receive a balanced curriculum.
23. The school is always looking to improve its curriculum. Some schemes of work are appropriate adaptations of published documents, which aim to meet the needs of this school's pupils. Furthermore, teachers make good use of what is found from testing pupils' knowledge and understanding to adjust these schemes, if there is a common gap in learning. The school has plans to develop opportunities for pupils to be creative right across the curriculum. Equally importantly, it wants to improve learning further by making more links between subjects. An example of good practice was seen where pupils' appreciation of the Great Fire of London was developed through music and art and design.
24. Provision for pupils with SEN and for those for whom English is an additional language is better than in 1998. This is part of the school's strong emphasis on giving pupils equal opportunity to achieve their best. Provision for SEN is good. Pupils are well supported in class by both the teachers and teaching assistants. The individual education plans identify appropriate small steps with clear targets. These plans are reviewed termly with parents and new targets are set. There is clear guidance to staff for writing the plans. Good links have been established with appropriate outside agencies and the co-ordinator provides good leadership and support. Progress of pupils with SEN is rigorously tracked and end of Year 2 assessment data is carefully evaluated. Pupils make good progress.
25. Pupils who speak EAL receive a broad and balanced curriculum and take full part in all school activities. Pupils' progress is tracked and end of Year 2 assessment data is evaluated well. This information indicates good progress, which is in line with all pupils in the school. The school provides a satisfactory curriculum that reflects a positive attitude towards cultures and languages.
26. The school promotes personal development well through its curriculum. Pupils learn to think for themselves in such subjects as science, design and technology, and art and design. The overall programme for personal, social and health education is satisfactory. Pupils do not receive formal sex education. They do learn about reproduction in plants and animals, and about human growth and change, in science lessons. Health education includes safe use of drugs.

27. These improvements show that the school prepares pupils well for their transition to the junior stage. In addition, the teachers in both schools work together on agreeing the levels of skills most pupils should reach in English and mathematics. The pupils in the school also start a project, recently about the Egyptians, which they complete in the junior school.
28. The final improvement has been in the school's provision outside lessons. Pupils have access to a very wide number of interesting activities such as chess, tennis and cookery, organised by governors, parents and friends.
29. Pupils benefit both from the number of teachers and non-teaching staff and from the quality of education they provide. Some aspects of the school's accommodation ultimately affect pupils. They are directly affected by lack of access to a big enough grassed area. The staff room is so small that teachers and other staff cannot meet properly or have an area for work outside the classroom. Some administrative rooms are too far apart for necessary communication. The legacy of poor resourcing of information and communication technology has had a negative impact on pupils' achievement in the subject.

### **Care, guidance and support**

**The school takes good care of its pupils. The school provides good support and guidance to pupils** and involves them very well in the life of the school.

### **Main strengths and weaknesses**

- There are very good procedures for consulting pupils.
- Very good induction procedures ensure children settle well in reception class.
- Teachers know their pupils well.

### **Commentary**

30. The school has effective child protection procedures in place that fully accord with the locally agreed procedures. There has not been any recent training but all staff spoken to had a good understanding of what they should do if they had a concern in this area. The school takes health and safety very seriously. The site manager has had recent training so that he can fulfil his role as the health and safety representative. Governors also make termly visits to monitor the site for any hazards. There are well-established procedures for the dispensing of medicines for pupils and there is a good number of trained first-aiders.
31. Teachers understand their pupils' needs well. They use assessment data to provide good guidance for pupils' academic achievement. Marking in books is helpful to pupils and they know through their targets what they have to do to improve. The very good relationships teachers have with pupils is central to the good personal support pupils receive. Pupils feel safe and have the confidence to bring their problems to a member of staff. Staff deal with friendship problems swiftly and sensitively.
32. The school responded to parents' concerns about the length of time it took for pupils in reception classes to complete the induction programme and has modified it this term. Procedures for induction are now very good and include a programme of home visits, talks from staff and visits to the classroom to meet the teacher before children start school. Children in reception had only been in school for six to eight weeks at the time of the inspection but they were settled and happy.
33. The ethos of the school ensures that pupils' views are valued and there are a number of ways in which they are gathered. The school issues a yearly questionnaire and pupils have the opportunity to express their views during circle time, in class discussions and discussions with staff. As a result of the pupils' opinions, they have been involved in the designing of the mural.

They also wanted a large climbing apparatus and the school is currently obtaining quotes and looking at the safety issues of different types of apparatus.

## **Partnership with parents, other schools and the community**

**Partnership with parents is very good. Links with other schools are good and there are satisfactory links with the community.**

### **Main strengths and weaknesses**

- There is very good involvement of parents through consultation.
- Communication with the junior school is very good.
- Information about the curriculum is good.
- Reports to parents do not always report the progress pupils have made.

### **Commentary**

34. The school actively encourages parents to make suggestions and to involve themselves in the work of the school. The school provides parents with a wide range of information about what and how pupils learn. These include year group letters and workshops. This enables parents to support their children's learning at home well. Some parents felt that they did not get enough information about how well their children were progressing at school. Although it is true that the annual reports do not always report progress, they do give parents a clear idea what their children know and can do in all areas of the curriculum. In addition, the school introduced an interim report for the first time last year. Teachers gave this to parents before the spring consultation evening. Before this meeting, parents also had the opportunity to inform teachers of any specific issues they wanted to discuss so that teachers could be better prepared to answer the questions.
35. Parents are consulted about school development through yearly questionnaires and regular coffee mornings with the headteacher. Parental concerns about the induction procedures into reception were accepted and the school has consequently changed the procedures. Parents also felt the workshops the school had been offering were not meeting their needs so the school is now offering workshops in response to what parents feel would be useful, for example, on handwriting and on understanding the numeracy strategy. Parents help in the classroom with a range of activities and also raise funds to improve the resources of the school.
36. Members of the local community help in school and provide useful support for pupils' learning. Local religious leaders visit the school and take assemblies. The school has developed useful links with local businesses, local sports clubs and associations. Examples of these are Crystal Palace Football Club running a football club and the Royal Horticultural Society providing sponsorship for tools and plants for the gardening club. However, the school finds it very hard to appoint governors from the local business community.
37. Since the last inspection, the school has significantly improved curriculum links with the junior school. The schools share a site and there is a very close relationship between the two. The headteachers meet very frequently informally and there are half termly meetings between the headteachers and deputy headteachers where issues of common interest are discussed. Staff also attend joint training sessions; the last one was used for staff of the two schools to look at work from Years 2 and 3 and come to a common agreement about the standard of the work in relation to National Curriculum levels. The communication between the staff and the use of the transfer booklet ensures a smooth transition between the infant and junior school. The Local Education Authority is holding this up as an example of good practice. The school is developing links with the local secondary school and is planning a joint book making project involving Year 9 and Year 2 pupils.

## LEADERSHIP AND MANAGEMENT

**Leadership is good and management is very good. The school is very well led and managed by the headteacher with governors and other key staff carrying out their responsibilities well.**

### Main strengths and weaknesses

- The very good leadership of the headteacher, which inspires the whole school community.
- There are very good self-evaluation procedures.
- Very good performance management procedures contribute positively to school improvement.
- Staff benefit from a very good programme of professional development.
- Criteria for measuring the success of school improvements are not sufficiently linked to pupils' achievement.

### Commentary

38. There has been good improvement in leadership and management since the last inspection. The new headteacher has been in post for almost one year and in that time she has led the staff to make significant improvements in the school. Her inclusive style of leadership has ensured that all members of the school community, staff, governors, parents and pupils, are involved in the strategic planning. Consequently, there is shared ownership of the vision of continuing improvement. Subject leaders lead and manage their subjects well, overall. The leadership of special educational needs is also good. Co-ordinators have all recently completed an evaluation of the provision within their subjects, and these have fed into the school improvement plan. This plan has clear and appropriate priorities for development. As yet, the success criteria are not sufficiently linked to how well pupils are doing in a way which would support telling monitoring of the provision. For example, the desired outcome for the target 'to analyse resources so that all aspects of physical education are covered' is 'teachers can deliver the full physical education curriculum' rather than specifying desired improvements in pupils' skills. The senior management team provides good support for the headteacher and provides good role models for teaching in the school as well as contributing to the strategic planning.
39. Management systems are very good. The school uses a wide range of data to measure its performance. It compares its performance with other schools, both nationally and with schools of a similar type in Sutton. It also analyses the performance of different groups of pupils according to ethnicity, EAL, SEN, gender and capability, and analyses test papers to see where pupils need more support. This ensures underachievement of any individual or groups of pupils is quickly identified and addressed.
40. The governing body is effective and fulfils its statutory duties. It is good at keeping the school under review and influencing the direction of its improvement. The headteacher has increased the range of information for governors and it is now very good. They receive extensive information about pupils' performance and they play an active role in monitoring school improvement. Governors have a clear view of the school's strengths and are aware of the areas needing improvement. They are fully involved in forward planning, for example, being influential in the change of the admissions criteria resulting in the creation of good early years provision.
41. Procedures for performance management are very closely tied into the school improvement plan and continuing professional development of staff. There is a good programme of monitoring teachers and teaching assistants' performance. Areas for development are identified and appropriate training and support are organised. Although the headteacher has been in post for less than a year, there is already evidence that she is having a good effect on raising pupils' achievement, for example, in writing.

42. Financial management is good and both the school and governors regularly review spending against the budget. They compare the school's performance with similar schools to ensure that pupils are achieving well. They seek parents' and pupils' views to ensure the provision meets their needs. To ensure good value for money is gained, tenders are sought for large purchases. Last year, the school had a large surplus, which was in part due to governors holding a contingency fund for staff sickness and for the development of the early years classes. This year, due to a decrease in funding and on financing identified priorities within the school improvement plan, the surplus has decreased. There are plans to further reduce the surplus over the next two years to 2.9 per cent.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	764,831
Total expenditure	768,471
Expenditure per pupil	2,923

Balances (£)	
Balance from previous year	67,569
Balance carried forward to the next year	63,929

43. The school is well placed to move forward under the very good leadership of the headteacher, with the support of experienced, dedicated and hardworking staff. Governors' good skills in scrutinising the school's performance and providing a supportive sounding board add to this effectiveness. However, the school accommodation is providing a barrier to the inclusion of all staff as the staff room is too small to accommodate them all. It also has a negative effect on communication within the administrative team as they are at opposite ends of the school. Resources for ICT do not allow for effective whole class teaching and this contributes to staff's lack confidence in teaching this subject.

**What is the effectiveness of community provision?**

The provision for community provision is **satisfactory**.

**Commentary**

44. There are links with the local business community, sports clubs and religious leaders. These provide useful support to sports and gardening clubs and enhance pupils' understanding of other faiths. Members of the community do not use the school's facilities at present but the school is developing a lettings policy.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Attainment on entry to school is broadly average, although the present reception class has above average personal, social and communication skills. Accommodation is good overall with all reception classes having access to the outside. However, one classroom is small and another gives access only to a small external space. Good provision is made overall for children with EAL, SEN and those from ethnic minorities. However, part time children experience a curriculum with a disproportionate emphasis on literacy and numeracy. Leadership and management of the Foundation Stage are good overall. There is an appropriate improvement plan in place. All recent national initiatives have been tackled well. The continual review of provision maintains a good pace of development. Communication between the Foundation Stage classes has improved since the last inspection.

#### **Main strengths and weaknesses**

- The sensitivity of staff and good induction procedures mean children settle quickly in school.
- The Foundation Stage team work well together.
- Leadership and management of the Foundation Stage are good and underpinned by a very good understanding of the needs of young children.
- Children achieve well and exceed goals for their learning in communication, mathematical development, and personal, social, emotional and physical development.
- Part-time children do not experience a balanced curriculum.
- There are good arrangements for assessment which are used well to inform planning.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children have very well developed concentration skills and behave very well.

#### **Commentary**

45. The quality of teaching and learning is good and children achieve well. After a relatively short time, following thorough induction arrangements, the vast majority of children settle in school well. They choose their activities independently and sustain very good levels of concentration. Generally, they apply themselves to their tasks well. When children were distracted, this related to the organisation of their curriculum. They moved through a continuous sequence of adult-directed literacy and numeracy activities, when unreasonable demand was made of children to concentrate for overlong periods of time without relief. Relationships are very warm so that children feel able to take risks in their work, and offer their opinions in class discussions confidently. Children are on track to exceed the recommended goals for their learning.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Children's vocabulary is extended well and they have lots of opportunities for discussion.

## Commentary

46. The quality of teaching and learning is good and children achieve well. They build on their good communication skills well because of the skilful handling of class discussions so that children at early stages of using EAL are confident to speak up in whole class discussions. Vocabulary is systematically extended and staff provide a good model of its use. Sensitively posed questions invite extended answers. Most children listen well and realise that they should take turns. They are already developing a good understanding of the link between letters and sounds, and higher attaining children are using this knowledge well. When reading books to children, staff support them well in using a wide range of strategies to unravel meaning. Children are encouraged to use their phonic knowledge to write, and some are beginning to correctly identify the initial and final sound in their spelling. There are high expectations that children develop joined up script, however, a few children at early stages of physical development find this too difficult. Most children are on track to meet the early learning goals for writing and exceed them for communication and reading by the end of reception year.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The few worksheets used in mathematics do not match the capabilities of many children.

## Commentary

47. The quality of teaching and learning is good and children achieve well. In exploring shape, teaching makes good links with children's everyday experience, for example, the use made of cylinders and cubes. Discussions are wide ranging and allow high level attainment. For example, one child contradicted findings about a cube '*They can roll. Because a dice can roll and a dice is a cube*' and opened up a high level examination of the characteristics of three-dimensional shapes. Staff show a good understanding of young children, for example, by reinforcing new learning with a game so that learning is enjoyable. Children show a good understanding and knowledge of number in their play and discussions. However, worksheets used to record learning covering number work are not well matched to the range of children's capability, such that some struggle and others are underchallenged. Children are on track to exceed the goals for mathematical development by the end of reception year.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- ICT supports learning in many areas of the curriculum well.
- Children make lots of choices in model making, which develops independence skills well.
- Children have a good understanding of the use of cultural symbols such as light.

## Commentary

48. The quality of teaching and learning is good and children achieve well. Questions are used well to help children consider the similarities and differences of, for example, light and dark, and the rubbings created from different leaves and bark. Water is explored in different forms and with different tools, for example, when it is very soapy, using whisks, giving children a good understanding of different materials and their properties. They develop a good awareness of past and of place through discussions of date, season and months, and through walks around

the school and local area. The curriculum is enhanced through events like history week and the visit of 'Neil Armstrong' created a strong interest in space. They have a good understanding of their own and other cultures, particularly festivals, and talk about making divas for Diwali to find out about the importance of light to different people. Children are likely to exceed the goals for their learning by the end of reception year.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Most children show good control when running, jumping, hopping and skipping.

### **Commentary**

49. The quality of teaching and learning is good and children achieve well. They learn to master a range of tools and writing equipment across the curriculum. A small number of children have difficulty using a pencil effectively and need more practice with large-scale movements and larger tools before struggling with refined muscle control. Children move confidently over apparatus and around one another, jumping, skipping and hopping with control. Children are likely to exceed the goals for their learning by the end of reception year.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- ICT is used well to design and create pictures, with children making careful choices.

### **Commentary**

50. The quality of teaching and learning is satisfactory and they achieve satisfactorily. Children have a good range of opportunities to express their own ideas in a variety of media, including paint, collage, modelling materials and plasticine. All classes have role-play areas but these are not all well enough resourced to maximise children's expressive play. Children learn a variety of songs and the names and correct way to play instruments, their name and the correct vocabulary to describe how they are played. Children are on track to meet the goals for their learning by the end of reception year.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Teaching is consistently good across Key Stage 1.
- The standards achieved at Year 2 are above average.
- Pupils master a wide variety of types of writing, including those which are interesting to boys.
- Assessment procedures are good.
- The co-ordinator provides strong leadership.
- Writing supports learning across most areas of the curriculum.

## Commentary

51. The standards of attainment of the current Year 2 pupils are above average in speaking and listening, reading and writing. They are likely to attain above standards when compared with the national average and with similar schools.
52. Attainment for seven-year-olds was well above national average in 2003 and above when compared with similar schools. This group of pupils had a higher proportion of pupils of higher capability and higher starting points as compared to the present Year 2. The school's trend in improving results was in line with the national trend.
53. Pupils, including those from minority ethnic groups with and without EAL, pupils with SEN and higher attaining pupils, achieve well throughout the school. Pupils with SEN are well supported and every effort is made by all staff to raise their attainment by carefully planned work and good support and encouragement. The school is implementing the support programme well for pupils who need to have learning reinforced at an early age. Through the thorough monitoring of school data, the school identified boys' achievement in writing as an area for development. Strategies introduced to raise standards have had a positive impact and boys now achieve as well as girls.
54. Pupils attain above average standards in speaking and listening by the end of Year 2. Higher attaining pupils speak confidently and can give good explanations using complex sentences. Most pupils are confident speakers and listen well. This is encouraged and supported by the good teaching, which provides plenty of opportunities for pupils to develop these skills. For example, in one literacy lesson, the teacher allowed the pupils to lead the discussion and responded well to their questions and ideas.
55. Pupils in Year 2 attain above average standards in reading. Pupils use word building techniques well and their good understanding of phonics helps them to tackle unfamiliar words effectively. Most pupils read fluently and confidently. They understand what they are reading and can talk about the plot and characters in the stories and predict what will happen next. Higher attaining pupils exceed the expected levels. They use punctuation well to read with expression. Pupils can talk about their favourite books and favourite parts of a story. Guided reading sessions are used effectively to assess and record progress and identify next steps in learning.
56. Pupils' overall attainment levels in writing are above the national average by the end of Year 2. The school has successfully implemented strategies such as the early literacy programme to support pupils who need extra support. Spelling is taught well and imaginatively so that pupils use common spelling patterns successfully in their writing. Homework supports this aspect well. Pupils learn to write for an audience. For example, in an ICT lesson, Year 2 pupils were writing about the Great Fire of London for Year 1 pupils and this writing in context motivated all pupils, especially boys, well. Pupils learn to write letters, poems and instructions as well as story writing. Most pupils' handwriting and presentation is good; however, there is a variation in standards across Year 2.
57. Teaching is good across Years 1 and 2. The main features of good teaching are:
  - very good use of resources to support learning;
  - lesson objectives shared with pupils;
  - good assessment procedures and their use to help pupils improve through effective feedback;
  - teachers' good subject knowledge;
  - imaginative teaching strategies;
  - good management of behaviour and high expectations for achievement;
  - very effective use of teaching assistants; and
  - good planning to meet the needs of all pupils.

58. Homework is set regularly and this work meets the needs of individual pupils well. Pupils take books home to read daily and in Year 1 they have words and letters of the week to learn at home. Teachers know their pupils well and make good assessments of their learning. There are evaluations of pupils' knowledge and understanding in writing and reading and the assessment informs further teaching. Pupils understand that the marking of their work helps them to improve and there is evidence in their work of improvement following feedback. Pupils' targets for writing support learning well and help the pupils to know what they have to do to improve.
59. The English curriculum and the good teaching support pupils' attitudes to learning well. The pupils are encouraged to work co-operatively and help each other, which supports their social and moral development well. The well-presented and well-resourced library enriches provision for this subject successfully. Displays and resources made by the teachers support learning very well. Each class has a very stimulating literacy area.
60. The leadership and management of the subject are good. Teaching and learning is monitored well and feedback is evaluated through observation to measure the impact on standards. Teaching has improved since the previous inspection and pupils with special educational needs and higher attaining pupils now make good progress. The role of the co-ordinator has been successfully enhanced.

### **Language and literacy across the curriculum**

61. Speaking and listening and reading and writing skills are promoted effectively in English lessons and across the curriculum. For example, in science, pupils report investigations, although not consistently well in all classes, and in history, pupils write imaginative accounts of historical events. They can confidently and enthusiastically explain about people and events from the past. ICT is used satisfactorily to draft writing in history and design pictures to illustrate their stories. In art and design, pupils learn about Hogarth and read about how he used tone for effect. In geography, pupils write about their likes and dislikes of an area, and appropriate mathematical language is introduced and used in numeracy lessons.

### **MATHEMATICS**

Provision in mathematics is **good**.

#### **Main strengths and weaknesses**

- Standards of attainment are above average.
- Pupils' achievement is good.
- The quality of teaching and learning is good.
- Systems for assessment and their use are good.
- There are insufficient opportunities for pupils to use and apply mathematics.
- Provision for pupils with SEN is good.
- The new co-ordinator is implementing good plans for subject development.
- Resources are good.

#### **Commentary**

62. The standards of attainment of the current Year 2 pupils are above average.
63. Attainment for seven-year-olds was well above national average in 2003 and above when compared with similar schools. This group of pupils had a higher proportion of pupils of higher capability and higher starting points as compared to the present Year 2. The school's trend in improving results was in line with the national trend.

64. Pupils, including those from minority ethnic groups with and without EAL, pupils with SEN and higher attaining pupils achieve well throughout the school.
65. The strengths which lie in teaching help pupils to develop the skills they need to achieve well. For example, teachers show many ways to calculate and communicate one mathematical idea. In Year 2, one teacher used pupils' hands, games, writing and computers to demonstrate that multiplication is a shortened form of addition. Lively, well-structured lessons stimulate pupils' interest, and include all of them in answering probing questions before they undertake group work. Teachers plan well, so that the more able stretch their thinking and those with special educational needs receive good support. There is excellent and challenging provision for a group of the most able pupils. Here, the teacher encourages them not only to develop their skills and independence on computers, but also to push themselves to make advanced calculations. Consequently, they achieve well. However, teachers do not always make significantly higher demands on the more able pupils. Marking is supportive but maintains a good balance between criticism and praise, with some good ideas for improvement.
66. Good teaching throughout the school has led to above average attainment in Year 2. Most pupils add and subtract number, money and measures to 100, with the most able moving on to 500. They have a good knowledge of shapes. However, the curriculum provides too few opportunities to use and apply mathematics. As a result, pupils are not developing enough independence in their thinking.
67. The new co-ordinator is building on the subject's successes. Aided by a thorough system for tracking pupils' progress, she works with colleagues to review the subject regularly with the aim of further improvement. Classroom observations are scheduled to work with colleagues to develop the quality of teaching further. The school makes good use of assessment to fill gaps in learning. There are appropriate plans to develop a portfolio of work as a way of measuring pupils' standards. Already, teachers keep pupils well aware of their learning targets. This helps them focus on what they are trying to achieve.
68. There have been improvements to the quality of teaching and consequent achievement by pupils since the last inspection.

### Example of outstanding practice

This example shows how the mathematical thinking of gifted pupils can be extended.

**A group of gifted Year 1 and Year 2 pupils are to develop their skills with multiplication. The teacher immediately fires questions at them on five different times tables, including some that are algebraic.**

They respond keenly and go on to generate questions themselves. This 'warm-up' leads to more challenging mental calculations involving a variety of visual resources. These stretch the pupils until no one can answer. Following very clear instructions, the pupils split into two groups. In one, pupils compete with one another in a calculation game where they themselves extend the winning total. In the other, pupils select for themselves a visually exciting computer game which is equally demanding. They work with total involvement. Both groups operate confidently and independently, with the teacher watching one of them for accuracy, intervening only when necessary. The final discussion pushes the pupils to develop mental strategies to take them on to even higher numbers until they can achieve no more. Throughout, pupils have shown maturity because of the teacher's excellent rapport with them.

### Mathematics across the curriculum

69. Mathematics is not often a tool for use in other subjects. The good practice sometimes carried out in science is not typical. Here, for example, pupils use measuring to compare the effects of different surfaces on how far different objects roll.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards of attainment are above average.
- Pupils' achievement is good.
- The quality of teaching and learning is good.
- Provision for pupils with special educational needs is good.
- Leadership and management of the subject are good.
- The quality of the curriculum is good.
- Resources are good.

### Commentary

70. There have been major improvements in the subject since the last inspection. Most importantly, the curriculum has been revised so that pupils learn much more through practical investigations. These have helped pupils understand scientific ideas, and improved their standards of attainment in Year 2 to above average. Teachers' plans now challenge pupils to think, although there is some inconsistency in their expectations with regard to writing. Some pupils use their literacy skills thoroughly to explain their predictions and conclusions in experiments, but other equally able pupils write very little. The improvements to the curriculum have also led to pupils steadily developing their knowledge and understanding, so that by Year 2 they are achieving well. The school has developed a better system for knowing what the pupils have learnt, and use what they find out to adjust their plans. Teachers provide pupils with SEN with good support in lessons so that they achieve well, for example, teaching assistants work with them on appropriate learning targets. The emphasis on discussion and practical experience benefits pupils with EAL in developing their spoken language.
71. The improvements to the curriculum, together with a wide range of good quality resources, have provided the basis for almost consistently good teaching and learning. Teachers prepare a wide range of resources to interest the pupils. For example, in Year 1, pupils learned how light is needed in order to see by both exploring an artificial 'cave' and gradually letting light into a tube so that they learnt its secret. Pupils' keenness to be involved in the experiment led to some good collaborative learning. In a Year 2 class, the teacher used a captivating way to challenge pupils to think carefully about the qualities of materials. She role-played how a ruler might boast about its manufactured beauty, and how a natural log might reluctantly accept its plainness. This brought out some good vocabulary as pupils tried hard to compare natural and manufactured objects.
72. The improvements in provision have raised standards of attainment. Pupils in Year 2 have above average knowledge and understanding of science. Early in the school year, they compare living things and are beginning to appreciate that creatures have different habitats. The higher attainers understand that there is a relationship between these habitats and how animals are designed. Pupils discuss the reasons why materials are chosen for different purposes, and explain how to set up an electric circuit.
73. The co-ordinator has given very good leadership in instituting the improvements. She has ensured that the staff has had access to the high quality in-service training provided by the local authority's advisory teacher. This, together with her own support for staff, has had a strong impact on teaching and thereby pupils' achievements. She also manages the subject very well through regular subject reviews and continuous improvements to systems for assessing pupils' progress. There are appropriate plans to develop the use of computers, both for learning and recording. Presently the contribution of ICT is limited.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- The subject is lead well by a knowledgeable and enthusiastic co-ordinator.
- The development plan for ICT is good.
- There is insufficient breadth and depth of ICT across the curriculum.
- Teachers lack confidence in using the new ICT equipment, which is unreliable.

### Commentary

74. At the end of Year 2, pupils achieve standards that are in line with those expected for their age. Pupils with SEN and who have EAL and those from different ethnic minorities achieve similar standards to their peers. In Years 1 and 2, pupils use the computer to develop mathematical understanding and to write and print speech bubbles and write sentences for a history project. Pupils in Year 2 can demonstrate the use of the Internet to find out about their history project by accessing a website to gain information. Most pupils are developing skills in using various keys, for example, shift, space bar and backspace, to help them in their writing. Pupils have experience of using programs to sequence instructions and are aware of the use of computers in everyday life. They are accessing word banks to support writing and using ICT to create pictures; for example, in Year 1, pupils were creating tone and mixing colours, using ICT as a medium. However, overall, pupils are not familiar with the vocabulary that is associated with the subject.
75. Across the school, pupils' achievement is unsatisfactory. This relates to a history of limited hardware which curtailed pupils' experiences. Other weaknesses include insufficient breadth and depth of ICT across the curriculum and the lack of confidence staff have in using the new, unreliable equipment.
76. The quality of teaching and learning across the school is satisfactory but with some good features. This is an improvement since the previous inspection as teaching was judged to be satisfactory but inconsistent across the year groups. Several features of good teaching were observed in lessons in Year 2. Pupils were inspired in a history lesson when the teacher dressed up as Samuel Pepys and asked the pupils how they found out about the past. Pupils described and demonstrated how to access the Internet for information. In another lesson, the teacher placed the work in context by explaining to the pupils that they were writing for pupils in Year 1 and this motivated the pupils, especially boys, to write. In Year 1, the calm yet motivating delivery and demonstration in a whole class lesson using the new laptops ensured pupils understood what they had to do and could successfully follow instructions. Using this new equipment is challenging, as the teachers have some difficulty in demonstrating using small screens. The good relationships developed by teachers and their high expectations of good behaviour ensure that pupils are on task throughout the lesson, despite the challenge of some computers not working and the difficulty in seeing the demonstration.
77. The new co-ordinator of the subject provides good leadership and management. She is enthusiastic, knowledgeable and leads well by her example. Planning of lessons is satisfactory and makes links to other subjects. Assessment procedures are sound. Teachers evaluate lessons and units of work to plan the next steps in learning. The co-ordinator has already led training on the use of the new laptop suite and this is beginning to have a positive impact on teaching and learning. The ICT plan is guiding the development of the subject well.
78. The school has made satisfactory progress since the previous inspection. Teaching is now consistently satisfactory across the year groups. Resources are inadequate to meet increased expectations. The role of the co-ordinator has been enhanced.

## Information and communication technology across the curriculum

79. Across the school, overall, ICT skills are used satisfactorily across some areas of the curriculum. Its application needs to be more systematically planned and used to enable pupils to develop and apply their skills. Pupils are aware that they can gain information from videos and the Internet. They have access to tape recorders, television programmes and the use of a digital camera.

## HUMANITIES

One lesson was observed in history, none in geography and two in religious education. Inspectors looked at a sample of pupils' work for each subject. Pupils were interviewed about their work in history. There is insufficient evidence to judge provision in geography and history.

### Commentary

80. The sample of pupils' work indicates standards in **geography** are in line with expectations in Year 2. There has been improvement since the previous inspection as the planning cycle now ensures pupils build on their skills and knowledge. The scheme of work is now in place and the samples of work seen indicate satisfactory coverage of the units of work.
81. Pupils reach standards in **history** above expectation for their age by the end of Year 2. Standards have improved since the last inspection. Across the school, pupils achieve well. Most pupils, including those with SEN and who have EAL, are challenged well and make good progress.
82. In Years 1 and 2, pupils are made aware of changes over time by comparing then and now and old and new during their visit to Honeywood Museum. They also gain chronological awareness through their work on the history time-line during history week. Year 2 pupils gain good factual knowledge through their work on the Great Fire of London. They can recall the date, duration and how it started. They describe how the fire spread and was eventually stopped, and talked about Samuel Pepys and his diary. They are beginning to have empathy for people from that time by imagining how they would feel if they were trapped by the fire. A strength in this subject is how pupils recall facts from previous learning, for example, from their study of Guy Fawkes and Henry VIII.
83. Teaching was very good in the lesson observed. Very good use of questions probed pupils' knowledge and understanding. The teacher, dressed as Samuel Pepys, maintained the role well to help pupils understand the many differences between the 17<sup>th</sup> and 21<sup>st</sup> centuries, particularly in the speed and sources of information available.
84. The leadership and management of history are good. The co-ordinator has reviewed the subject and monitored teaching and learning, identifying issues and acting upon them to improve standards, for example, by including ICT units in planning.
85. The history week activities enhance and enrich the curriculum well and inspire both pupils and teachers. Good cross-curricular links are made in art and design, music and movement, and ICT on the topic of the Great Fire of London.

## Religious education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- The co-ordinator provides good leadership and manages the subject well.

- Standards of attainment are continuously improving.
- The system for assessing pupils' knowledge and understanding does not provide enough information.
- Resources give good support to teaching and learning.
- There is inconsistency in teachers' expectations.

### Commentary

86. Pupils reach standards in line with the locally agreed syllabus and all groups of pupils achieve satisfactorily. Pupils from different faiths learn to respect the faiths of others and have their own faiths recognised and respected in turn.
87. The co-ordinator has ensured that all aspects of the subject are covered. Her support for teachers has helped to raise the quality of teaching to satisfactory. Teachers use a wide variety of interesting artefacts to teach about Eid and Chanukah. Year 1 pupils gazed and expressed their wonder at candles and artefacts connected with this festival. Year 2 pupils appreciated the video clip about Eid and the teacher's reverence for the Qu'ran. Teachers' expectations of writing vary too much, with considerable differences in its quality and length, so that literacy skills are not always well used. Marking encourages and supports pupils, but it is not linked to a thorough way of knowing how pupils are progressing in their knowledge and understanding.
88. The improvements in teaching have established a sound knowledge of the Christian religion and an awareness of right and wrong. Those in Year 2 know some Bible stories and have an above average understanding of symbolism in religion, for example, of bread, wine and light. However, teaching about different faiths has not yet established an ability to recall facts.
89. The co-ordinator appreciates the need to develop assessment further and to link it to observations and analysis of the quality of teaching.
90. There has been good improvement since the last inspection.

### CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was seen in art and design, none in design and technology and three lessons in music and physical education. Examples of pupils' work were seen for art and design and design and technology. Pupils were interviewed about art and design. There is insufficient evidence to judge provision in art and design and design and technology.

### Commentary

91. In **art and design**, pupils reach standards above average and are skilled in using a wide variety of media. These standards have been maintained since the previous inspection. Pupils achieve well.
92. In the one lesson observed, teaching and learning were judged to be very good. It is evident from work samples from both year groups and displays that work is both varied and interesting. Year 2 pupils develop their skills of drawing through investigating the work of Hogarth as a model for tone work. They use a variety of media to produce collage, paintings and observational drawings. In Year 1, pupils used ICT effectively to create tones when mixing colours. Displays in classrooms and around the school give evidence of good progression in skills from Year 1 to Year 2. Art and design is used well across the curriculum. For example, Year 2 pupils were creating pictures to illustrate the Great Fire of London. The staff display pupils' work in classrooms and around the school very well and this provides further stimulus for learning.

93. Planning for **design and technology** indicates the subject meets statutory requirements. The curriculum is enhanced by dedicated design and technology days, which allow pupils to become completely immersed in the design and making process.

## Music

Provision in music is **satisfactory**.

### Main strengths and weaknesses

- There is good involvement in instrumental lessons and extra-curricular clubs.
- Some staff lack confidence in teaching music.

### Commentary

94. By the end of Year 2, pupils' attainment reaches standards expected for their age and their achievement is satisfactory. Pupils' progress has improved from unsatisfactory to satisfactory since the last inspection. Pupils know familiar songs, can sing in tune and vary the dynamics but sometimes sing with a roughness of tone. They know the names of a range of instruments and play them correctly to ensure they sound well. Pupils identify programmatic features in music and in their own compositions identify appropriate instruments to create desired effects. Pupils' skills in refining their work are weakly developed.
95. Overall, the quality of teaching and learning is satisfactory. Teachers express lack of confidence about the subject but use the scheme of work successfully to ensure pupils' build on their knowledge and understanding satisfactorily. Good links are made with other subjects, for example, history, art and design, and dance. Pupils' behaviour is managed very well because of the emphasis placed on good behaviour. Pupils are taught how to hold and play instruments correctly. Opportunities are missed to appreciate the cultural origins of the instruments that pupils play. Sometimes technical words are misapplied, for example, 'pulse' to describe the rhythmic pattern of the music.
96. Co-ordination of the subject is satisfactory. There is an appropriate action plan to improve provision but it lacks measures for success which focus on outcomes for the pupils' attainment. There is a good range of instruments.

## Physical education

Provision for physical education is **satisfactory**.

### Main strengths and weaknesses

- Lessons are well structured.

### Commentary

97. The quality of teaching and the pupils' achievements are satisfactory. A strength that emerged in more than one lesson was explaining new skills well and then using pupils to demonstrate them. In addition, teachers structure pupils' practice well so that their learning progresses. Pupils enjoy their lessons immensely and respond sensibly. Teachers are always conscious of pupils' safety.
98. Pupils' attainment in Year 2 is in line with expectations. They carry out a variety of movements involving jumping and landing. They also invent shapes and movements, but these are not always synchronised when performed with music. Pupils are not consistently required to evaluate the quality of their work.

99. There has been satisfactory improvement since the last inspection.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

### **Personal, social and health education**

No lessons were seen in this subject. The subject is tackled across the curriculum. Planning and provision for the different strands of the subject were traced through other subjects.

Provision in personal, social and health education is **satisfactory**.

### **Main strengths and weaknesses**

- Class discussions (circle time) provide very good opportunities for pupils to develop good relationships and respect other people's views

### **Commentary**

100. Lessons in science and physical education give pupils a good understanding of health issues. These are enhanced by special events such as health week when appropriate use of drugs is taught. Sex education is not taught but pupils learn about reproduction of plants and animals in science. Circle time is used well to promote good relationships. Raising money for charity gives pupils a good insight to developing an active role as citizens. They raised a record amount by an infant school for the British Heart Foundation. Pupils have many opportunities to work together. Year 2 pupils implement a buddy system in the summer term to support reception children when they first join the main school playground. The school code and circle time enable pupils to develop a good understanding of each other's views and feelings.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

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

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	4
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
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).*

