

INSPECTION REPORT

DOWNSVIEW PRIMARY SCHOOL

Croydon

LEA area: Croydon

Unique reference number: 101778

Headteacher: Dr Michael Brockett

Lead inspector: Mrs Sheila Browning

Dates of inspection: 4 – 6 October 2004

Inspection number: 266748

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3–11
Gender of pupils:	Mixed
Number on roll:	466
School address:	Downsview Primary School Biggin Way Upper Norwood London
Postcode:	SE19 3XE
Telephone number:	020 8764 4611
Fax number:	020 8679 8023
Appropriate authority:	Governing body
Name of chair of governors:	Miss Sheila Widra
Date of previous inspection:	24 May 1999

CHARACTERISTICS OF THE SCHOOL

Downsview Primary and Nursery School is oversubscribed, with 235 boys and 225 girls aged three to eleven. It is bigger than most primary schools nationally. Most of the pupils come from the surrounding area of Upper Norwood. Downsview has received a range of awards, such as Healthy Schools, Schools Achievement Award, Activemark, and Basic Skills Quality Mark (renewed in 2004). On entry, the pupils' attainment is average. The percentage of pupils having special educational needs, at 17.7 per cent, is above the national average. Most of these pupils have speech, communication and emotional needs and specific learning needs. The percentage of pupils with a statement of special educational needs, at 0.9 per cent, is below the national average. The number of pupils eligible for free school meals, at 10.2 per cent, is below the national average. There is a high number of pupils drawn from minority ethnic backgrounds and a high number, 17.3 per cent, with English as an additional language. Several are at early stages of language acquisition. Pupils come from homes that are socio-economically diverse but broadly average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1510	Sheila Browning	Lead inspector	Art and design Personal, social and health education
9472	John Edmond	Lay inspector	
23036	Jennifer Nicholson	Team inspector	Foundation Stage Geography History
23056	Teresa Manzi	Team inspector	Special educational needs English Design and technology Religious education English as an additional language
25925	Elizabeth Pacey	Team inspector	Mathematics Music Physical education
17826	June Punnett	Team inspector	Science Information and communication technology

The inspection contractor was:

Open Book Inspections
6 East Point
High Street
Seal
Sevenoaks
Kent
TN15 0EG

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Downsview is a good and effective school. It is an inclusive school and provides a good education and a wide range of curriculum opportunities for its pupils. However, significant staffing changes, together with long-term sickness, have affected the progress pupils made in previous years. Standards of work seen at this early point of the school year are average in Years 2 and 6, apart from science in Year 2, where they are below average. Teaching and learning are now good and because of this pupils' current achievement is at least satisfactory despite staffing problems in the past. The school is very well led and managed by the headteacher. It currently provides good value for money.

The school's main strengths and weaknesses are:

- Provision is outstanding in the nursery.
- Leadership and management by the headteacher and governance are all very good.
- Standards are not high enough in science in Year 2.
- Overall, the school provides well for pupils with special educational needs and for those with English as an additional language. As a result, they achieve well.
- Behaviour management methods and expectations of behaviour are inconsistent in some classes.
- The school's commitment to pupils' spiritual, moral, social, cultural, and personal development, and its inclusive nature are reflected well in the good attitudes and behaviour of most pupils and their keenness to take up extra opportunities offered.

Improvement since the last inspection in May 1999 has been good because all key issues identified then have been addressed well. The health and safety issues and the minor weaknesses identified have been fully addressed. Teaching has improved and there is now rigour in the management of the school, with clear and decisive leadership. Results in national tests have fluctuated in English and science, but have remained high in mathematics since the last inspection. Standards overall are broadly similar. Outstanding provision in the nursery motivates children to settle and become fully absorbed in the exciting opportunities they are offered. Pupils' attitudes, behaviour and relationships remain good overall. The care, welfare and support provided for pupils and the links with parents and the community have improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	A	A	C	C
Mathematics	A	A*	A	A
Science	A	B	B	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*

Pupils' achievement is satisfactory overall. National test results for eleven-year-olds in 2003 were above average overall. Comparisons with similar schools show that results were well above average in mathematics, above average in science and at expected levels in English. Based on their prior attainment, pupils' results were well above those to have been expected. The school set realistic targets for raising achievement and they were exceeded, notably for pupils reaching the higher levels in mathematics.

Standards on entry to the school are broadly in line with those expected nationally. Children make good progress in the Foundation Stage. By the end of the Reception year, most are well on course to reach the nationally set goals in all areas of learning. In Years 1 to 6, standards are average and achievement is satisfactory in English, mathematics, information and communication technology, art and design and physical education. Standards in science are below average in Year 2 and average in Year 6. Standards and achievement in religious education are in line with those expected for the locally agreed syllabus. Sampling in other subjects indicates that standards meet national expectations and pupils' achievement is at least satisfactory. Pupils with special educational needs and those with English as an additional language achieve well.

There is **good provision for developing pupils' personal qualities, including their spiritual, moral, social and cultural development.** Their attitudes, behaviour and relationships are good.

QUALITY OF EDUCATION PROVIDED

The quality of education provided by the school is good. Teaching and learning are good overall. Pupils with special educational needs and those with English as an additional language are supported well. Strong features of teaching include: lively and inspiring teaching in the nursery and orchestra, effective teaching methods, shared lesson plans, and good links between subjects to enhance learning. Teachers keep a careful check on pupils' learning, but marking is inconsistent. Pupils make steady gains in skills, knowledge and understanding. However, the weaker listening skills of some pupils are not always checked and, as a result, such pupils make slower progress than they might in some lessons. The curriculum is good and coherent. Pupils experience a range of interesting lessons, good extra-curricular activities and very good opportunities for enrichment. Information and communication technology is well used across subjects. The school orchestra is excellent. Pupils receive very good support and guidance. Links with parents and the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. The headteacher leads and manages very effectively. The school is focused on raising standards and improving the provision for all pupils. Staff work together in pursuit of the school's priorities. Teaching and learning are evaluated regularly and effectively. Pupils' progress is carefully recorded, and their capacity for further improvement is tracked coherently. Governors fulfil their role seriously. They are well informed and involved in monitoring the school's progress. They clearly understand how well the school is doing and what needs to be done to improve further. They act as critical friends to the school and meet their statutory responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents take a very positive view of the school. A good number of parents work in the school. Pupils have very positive views and enjoy all that the school offers.

IMPROVEMENTS NEEDED

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

- Raise standards in science in Year 2.
- Address the inconsistencies in behaviour management and expectations of behaviour identified during the inspection.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and courses

Children enter the nursery as three-year-olds with widely different levels of language development. They achieve well by the end of Reception. Standards are average and achievement is satisfactory overall by Years 2 and 6., but standards are below average in science in Year 2. Pupils with special educational needs and those with English as an additional language achieve well because of the good support they receive from teachers and learning support assistants.

Main strengths and weaknesses

- Pupils with English as an additional language achieve well because of the good provision.
- Pupils with special educational needs achieve well because of the good provision.
- Standards in Year 2 in science are below average.
- The school orchestra is of an excellent standard.

Commentary

1. On entry to the nursery at three, children's levels of language development vary a lot. Speaking skills are less well developed than at the time of the last inspection. The school provides well for children with particular learning needs, including those (about one third) at early stages of learning English. As a result of the very good, intensive bilingual work, they settle and enjoy activities as well as the other children. Children attend the nursery part-time, but because the school is over subscribed, only about two thirds transfer to the Reception classes one year later. Most are securely on course to reach the nationally set early learning goals in all areas of learning by the end of the Reception year. Standards broadly reflect those found at the last inspection, apart from personal and language development, which are slightly lower, although such comparisons are difficult to make because of curriculum changes over time.

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

Standards in:	School results	National results
Reading	15.4 (16.3)	15.7 (15.8)
Writing	14.2 (14.6)	14.6 (14.4)
Mathematics	15.7 (17.5)	16.3 (16.5)

There were 60 pupils in the year group. Figures in brackets are for the previous year.

2. Pupils' standards when they start the National Curriculum in Year 1 are broadly in line with those expected nationally. As the above table shows, results at the end of Year 2 in reading, writing and mathematics were below those of other schools in 2003. Teacher assessments for science were above average. In comparison with similar schools, results were below average in reading and writing and well below in mathematics: teacher assessments for science were above average. Results at the higher levels (Level 3) were below those nationally in reading and writing but were above average in mathematics and average in science. The overall trend of improvement over the last five years was below the nationally rising trend. The unvalidated 2004 results are better indicate improvement with pupils exceeding their predicted targets. Significant improvement is seen particularly in reading, writing and mathematics.

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

Standards in:	School results	National results
English	26.8 (29.6)	26.8 (27.0)
Mathematics	28.5 (30.2)	26.8 (26.7)
Science	29.6 (29.5)	28.6 (28.3)

There were 56 pupils in the year group. Figures in brackets are for the previous year.

3. Results of national tests at the end of Year 6 in 2003 were average in English, well above average in mathematics and above average in science. Comparisons with similar schools show a similar pattern. The overall trend of improvement over the last five years was broadly in line with the rising national trend. The 2003 results were worse than 2002 because the pupils in 2002 were a particularly able group with little mobility, and the following year was considerably weaker. The progress made between Year 2 and Year 6 (value added) for most pupils was above that expected for all schools nationally and for similar schools. The proportion of pupils who achieved the higher level (Level 5) in English was average, in mathematics well above average and in science above average. There were no notable differences in the national test performances between boys and girls. The unvalidated 2004 results are better and indicate improvement overall with pupils exceeding their predicted targets. Significant improvement is seen particularly in English and mathematics.
4. The school sets realistic targets for raising achievement. The majority of pupils achieved at least what was expected of them in 2003 and many exceeded their predicted targets, in English and mathematics. Pupils made good progress in English and significant progress in mathematics in the higher levels. Staffing is now more stable and progress is picking up because of the good teaching, all the lost ground has not been made up yet so standards and achievement are still only satisfactory.
5. Standards seen in lessons and in sampling of pupils' work, in Years 2 and 6, indicate that standards of current pupils at this early point of the school year are average in English, mathematics, information and communication technology, art and design, and physical education. In science, standards are below average in Year 2 and average in Year 6. Standards are in line with the locally agreed syllabus for religious education in Years 2 and 6. Sampling of other subjects indicates that pupils' standards are in line with expectations and that their achievement is satisfactory. The quality of art and design work on display is often high. The school orchestra is outstanding. Since the last inspection, results in national tests have fluctuated in English and science. Results in mathematics at the end of Year 6 have remained above average. Overall, standards are broadly similar now to what they were when the school was inspected in 1999.
6. Boys and girls make progress at similar rates. The achievement of pupils with special educational needs is good, particularly when they receive specialist help and work is well matched to their needs. Pupils with English as an additional language make rapid progress. Their progress and needs are monitored very closely to ensure that they receive the appropriate support. These pupils achieve well by the end of the school year, because of their early identification, individual targeting and the support that the school puts in place. Higher-ability pupils are usually sufficiently challenged. Gifted and talented pupils achieve appropriately because the extended learning opportunities provided challenge them.

Pupils' attitudes, values and other personal qualities

Attendance is in line with the national median. Punctuality is very good. Pupils' attitudes and behaviour are good. Their spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- The school promotes attendance very well.
- Pupils' moral, social and cultural development is very good and their spiritual development good.
- The school promotes very good relationships and looks after pupils very well.
- Attitudes and behaviour are good throughout the school. Exclusions are minimal.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9%	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.

- The measures in force to promote good attendance are very good and parents are mostly assiduous in ensuring that their children attend regularly and on time.
- The friendly atmosphere encourages in pupils an enthusiasm to learn and to take part in the range of activities provided. They take their responsibilities seriously. Pupils with special educational needs have good attitudes to their work especially when they work with teacher assistants who encourage them and focus their attention. Pupils with English as an additional language are keen to do well. They listen attentively and try to do their best.
- Behaviour in the classroom and round the school is good overall. It was better in the lessons for the younger and older age groups, but not always satisfactory in those for some lower juniors. In a few of these lessons, pockets of inappropriate behaviour were not effectively managed; but for these inconsistencies, behaviour was very good. Staff know their pupils exceptionally well and their expectations for conduct are satisfactory. The school has introduced highly effective measures to ensure that pupils at risk are not excluded, along with others for reintegrating those who have been excluded. As a result, last year there was only one fixed-period exclusion, a considerable improvement on the previous year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British - Pakistani
Asian or Asian British - Bangladeshi

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
144	0	0
16	0	0
22	0	0
5	0	0
8	0	0
23	0	0
46	0	0
15	0	0
3	0	0

Asian or Asian British - any other Asian background	19	0	0
Black or Black – Caribbean	92	1	0
Black or Black British - African	18	0	0
Black or Black British - any other Black background	17	0	0
Chinese	4	0	0
Any other ethnic group	13	0	0
Parent / pupil preferred not to say	15	0	0
Total	460	0	0

10. During the inspection, no bullying, racism or other harassment was seen and pupils are confident that the school deals immediately with any such untoward occurrences, once reported. The school is exceptionally successful in ensuring that all races and creeds work and mix well together, which leads to very good relationships all round. Pupils are given plenty of encouragement, and so their self-esteem is high. Those interviewed by inspectors were mostly articulate and confident and were positive about their lives at school.
11. The school makes good provision for pupils' spiritual development: assemblies are carefully planned and contain moments of spiritual uplift, resulting in a reasonable level of self-knowledge and spiritual awareness. They meet the statutory requirement for a daily act of worship and opportunities for reflection. Moral teaching is firmly in place and the school's 'Golden Rules' are continually stressed. Pupils are clear about the difference between right and wrong and about the importance of respecting other people's feelings, values and beliefs. The school succeeds in its notable effort to include all pupils from the very wide ethnic mix of backgrounds and nurtures their social development very effectively in lessons and playtime. Pupils engage very well together, not least because of the examples set by staff. Cultural development is very strong, with many visits to places of interest. The school is very conscious of the needs of its pupils to explore their own and other cultures and makes very good provision in this area, particularly in the variety of displays round the school. Foundation Stage pupils achieve their early learning goals for personal development satisfactorily.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Assessment is good. Outstanding provision in the nursery motivates children to settle and become fully absorbed in the exciting activities offered. The school caters effectively for pupils' with special educational needs and those with English as an additional language.

Teaching and learning

Teaching and learning are good overall. Although, good teaching methods are used, there are some inconsistencies in the management and expectations of pupil behaviour in a few classes. As a result, some pupils make slower progress than they otherwise might. Most pupils respond well, they are interested and want to learn. The purposeful and stimulating learning environment motivates pupils well.

Main strengths and weaknesses

- Pupils with special educational needs and those with English as an additional language are supported very well and as a result they make good progress.
- Behaviour management methods and expectations of behaviour are inconsistent in a few classes.
- Weaker listening skills result in some pupils making slower progress than they might.
- Generally teachers have too little support but, when available, it is good.

- Pupils concentrate well, work well together and support one another. They are eager and keen to participate.

Commentary

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4 (8%)	3 (6%)	20 (40%)	20 (40%)	3 (6%)	0 (0%)	0 (0%)

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

- Teaching and learning are good overall and because of this pupils achieve at least satisfactorily, in spite of some disruptions to their learning experienced in previous years. A small number of unsatisfactory lessons were seen. In the last inspection, teaching was described as satisfactory overall, with teaching good and sometimes very good in almost half of lessons. Teaching has now improved, with over half of the lessons seen judged to be good, very good or excellent. The issues raised at the time of the last inspection have been addressed. However, since the last inspection staff turnover and long-term absence have been a significant barrier to improvement. Although teaching is now more secure and stable, at this early point of the school year there has been insufficient time for this to have had its full impact on pupils' standards and progress over time.
- Throughout the school, the generic strengths of teaching are that teachers encourage and engage pupils' interest and teaching is lively. Teachers employ a good variety of effective teaching methods. Learning objectives are shared with pupils so that they are clear about what they are expected to learn. Questions are targeted so that all are included and involved. Specific subject vocabulary is reinforced well. Teachers plan together and pupils usually benefit from the sharing of good practice. Links between subjects are effectively planned and this enhances learning. Appropriate lesson planning ensures that pupils are usually well supported. Teaching assistants and other support play a crucial role in making sure that pupils understand their work. Teachers make good use of resources. Homework is used well to consolidate and extend learning.
- Relatively few weaker lessons were observed. On occasion, teacher's talk for too long, which is counter-productive because pupils lose concentration, especially when they are already restless and wriggly. It also limits the time for pupils to be engaged in active learning. Pupils' restless behaviour and the weaker listening skills of a few pupils are not always checked and, as a result, pupils make slower progress than they might in some lessons. Work is not always matched to need. Occasionally, in information and communication technology, teachers are hesitant because they lack confidence when demonstrating skills.
- Generally, teachers plan to meet the needs identified in the clear individual education plans for pupils with special educational needs. However, often they have too little teacher assistant support to give these pupils sufficient attention and extra help. When pupils receive specialist help, it is good. Work is matched very well to their needs. In weaker lessons, teachers do not always match work to need and all are expected to do the same work. Pupils with English as an additional language make rapid progress and their confidence is increased because teachers generally have good relationships with their pupils and include them all well. Class teachers receive good suggestions from specialists to help them meet needs in class. Teachers recognise pupils' strengths. Often pupils with English as an additional language are placed in the more able group. Higher-ability pupils achieve satisfactorily.
- Most pupils respond well and enjoy learning, particularly when they are challenged. They are confident and discuss their views. Pupils work well together. They readily access resources for themselves and enjoy undertaking research; they particularly enjoy using the computers. Presentation of work is not always good and the school is aware that pupils need to be

constantly reminded about the importance of neatly recorded work. In the work sampled it was noticeable that work is sometimes copied, for example, in English, mathematics, geography and history, and this work is not matched well to need.

17. Overall assessment and the tracking of individual pupils are good. This has been key to the identification and targeting of selected pupils and putting into place the necessary support to further raise their achievement. Teachers' plans provide assessment opportunities and on occasion the successful impact of this was noted during the inspection. In English, marking is inconsistent; some teachers suggest ways to improve others do not and work is not always matched to meet need. Some marking is very thorough and aims to develop pupils' understanding of how they can improve, such as in science. In information and communication technology, the school recognises that monitoring and assessment are not yet secure enough to enable teachers to match tasks precisely to each pupil's needs. Pupils are not always clear enough about what they need to do to improve. Teachers are exploring ways in which pupils can be more involved in the assessment of their own work.

The curriculum

The curriculum for pupils in the Foundation Stage and in Years 1 to 6 is good. It includes all subjects of the National Curriculum, personal, social and health education including citizenship, religious education and provision for collective worship. It meets fully the statutory requirements. Accommodation, staffing and resources are satisfactory overall.

Main strengths and weaknesses

- Good cross-curricular links.
- Very good opportunities for curriculum enrichment activities that support learning well.

Commentary

18. Curricular provision is good overall, and the school provides a broad and balanced curriculum that meets statutory requirements in all subjects of the National Curriculum, religious education, and sex and drugs education. The school provides very well for equality of access and opportunity for all pupils; the inclusion of pupils of all abilities in school activities is a strong feature of the school. The provision for personal, social and health education, including sex and relationships education and education about the misuse of drugs is good. The influence of this part of the curriculum forms an essential part of the school's positive ethos, which pervades the school and relationships within it.
19. Pupils with special educational needs and those with English as an additional language have equal access to the curriculum. Occasionally, they are withdrawn from class for individual or small group work and assessment but the school tries to ensure that they do not miss the same lessons consistently. These sessions are designed to give the pupils an improved understanding so that they can work better in class. Good systems are in place to ensure that the needs of the pupils are met.
20. Good cross-curricular integration of subjects is developing well and teachers are, with increasing frequency, planning for integration in their lessons. For example, personal, social and health education is integrated with religious education and physical education. Information and communication technology is used well to support learning in English, mathematics and art and design. The curriculum is enhanced by a variety of events and speakers, performers and specialists, as well as by visits to places of interest linked to pupils' class topics. Curriculum enrichment is a strong area of the school's provision, particularly the links with local secondary schools for information and communication technology and physical education, and the promotion of the school's orchestra. In Years 5 and 6, pupils have good opportunities for a residential visit, as well as a Year 6 activity week. Extra-curricular activities are wide ranging

and include sports, music, chess, French and mathematics. The amount of time allocated for the teaching of subjects is appropriate.

21. Regular liaison between class teachers and the use of good transition projects, planned with the next stage of education, ensure that good progress is maintained. Policy documents and schemes of work are in place with clear guidance on planning for inclusion for all groups of pupils. Learning support assistants play a major and very effective role in ensuring equality of opportunity for all pupils, especially those with special educational needs and those who speak English as an additional language. The gifted and talented pupils are provided with extra challenges in, for example, the mathematics sets. Booster classes are offered for pupils who need additional support to meet the expected standard. Homework is set frequently and is appropriate for the different age groups.
22. The planning processes are good. Approaches to planning are consistent across the school. Subject co-ordinators are fully involved in developing the curriculum and actively assessing and tracking the skills pupils acquire, for example in using tools or developing thinking skills. Knowledge of pupils' preferred learning styles is evident in the way teachers plan for and deliver the curriculum.
23. Staff are hardworking and conscientious. All support staff provide valuable assistance and work closely as a team with class teachers. Team working is a strong feature of the school, and support staff contribute to both the academic and the personal success of pupils. All members of staff receive regular in-service training.
24. Resources across the school are satisfactory although it is aware of the need to purchase more computers in order to meet national recommended levels of provision. There is also room to further develop the resources for control technology in information and communication technology, and to provide more training for staff.
25. The premises are attractive and well maintained. Aspects of the school's accommodation are good, especially the grounds and the newer parts of the building. However, there are inherent weaknesses within the building that have a negative impact on pupils' learning. For example, the computer suite is too small to safely and comfortably accommodate 30 pupils, there is a small library for Years 1 and 2 and, overall, the accommodation for Reception and Years 1 and 2 is small. The open-plan construction of the Reception and Years 1 and 2 areas means that noise is intrusive and this affects pupils' concentration. The Reception classes' outdoor play area has design faults and these have been reported to the headteacher.
26. Since the last inspection, there have been good improvements overall. The school has worked hard to address the previous issues and has done this well. Of special note are the improvements in book resources for bilingual pupils and the purchase of more books for all pupils across the school. The school has very good support from the governing body when making purchasing decisions.

Care, guidance and support

The school cares for its pupils well, particularly those at the Foundation Stage, and ensures their health and safety. It provides very good levels of support, advice and guidance, which are firmly based on the monitoring of personal progress. The school consults pupils and acts on their views very well.

Main strengths and weaknesses

- The school has close and very effective relations with outside agencies.
- The school is very clean and proper health and safety procedures are firmly in place.
- Staff provide care and particularly well-informed support, advice and guidance to all pupils from many diverse backgrounds.

- The induction arrangements for pupils in both the nursery and the main school are very good.
- The school is very good at consulting pupils through the school council and acts on their suggestions; these have recently been enhanced by annual pupil surveys in Years 3 to 6.

Commentary

27. All proper child protection procedures are in place and records are meticulously kept. New staff are trained on arrival and all governors will shortly have been trained. Two child protection governors have been appointed, though the chairman is not one of them. Pupils and staff work in a very clean, litter-free environment, which is healthy and safe, apart from the youngest pupils being allowed to ride their bicycles outside the fully fenced play area. Proper arrangements for the care of vulnerable pupils are in place and the school maintains close relationships with outside agencies. The systems for maintaining and reviewing health and safety practices are strong and the governing body is actively involved. Risks have been properly assessed. Medical arrangements are appropriate. All equipment is regularly tested and fire drills are carried out at least once a term. Access to the Internet is strictly controlled. The school is taking action on one or two minor health and safety deficiencies noted during the inspection.
28. Pupils are highly valued, whatever their background. This is a caring school, which values all pupils equally. Teachers note that often pupils with English as an additional language do well thus higher-attaining pupils work in appropriate groups. Pupils and parents are very satisfied with the induction arrangements, which include visits in both directions and high quality documentation. The school promotes pupils' personal development in many ways, and pupils know they have first class access to support and guidance, based on close monitoring of their progress. At least three members of staff know each child well and pupils feel they can develop a thoroughly trusting relationship with at least one. This results in happy pupils, who consider that most teachers treat them fairly. The school's personal and academic assessment measures are very good and really help the vulnerable, under-performers and those who have difficulty in conforming.
29. All pupils, especially the older ones, take their responsibilities seriously, and the strong support systems in place, such as 'Playground Friends', each younger class being linked with an older class, and visits during 'golden time' are welcomed. Pupils really enjoy taking part in charity work, such as the recent highly successful 'skipathon'. The school actively promotes healthy eating and monitors pupils' diets.

Partnership with parents, other schools and the community

Links with parents and the local community are very good; those with other schools good.

Main strengths and weaknesses

- The contribution of parents to promote pupils' learning is very good.
- An overwhelming majority of parental response to the questionnaire was very positive and most of those attending the meeting reacted similarly.
- Parents are kept well informed about their children's progress and about the school's activities and concerns and complaints are dealt with very well.
- The school is good at seeking and acting on parent's views.
- Links with the local community are extensive, varied and valuable to pupils.
- Links with other schools are good.

Commentary

30. The prospectus and the governors' annual report to parents are very comprehensive, well-produced and meet statutory requirements. Parents appreciate the bright monthly newsletter, which is supplemented by a termly class newsletter and curriculum information on

mathematics and topic work. The annual reports on pupils meet statutory requirements and are of high quality, setting out for the core subjects in some detail what pupils know, can do and understand. However, for the foundation subjects, the information given is somewhat skimpy for a whole year's work. Reports for Foundation Stage pupils are good. The induction documentation for new pupils is also of high quality. Turnout is high at the formal termly parents meetings, where parents are involved in wide ranging discussions about their child's progress and academic targets are reviewed. The school sometimes provides information evenings on specific topics. The school's Internet website is still at the preparatory stage and the school does not yet use the Internet to make contact with schools elsewhere in the world. The school consults parents selectively on matters of interest to a specific year group, such as homework. The headteacher and class teachers are available for consultation each day and parents are happy that the school deals very effectively with concerns and complaints.

31. Parents of pupils with English as an additional language and of those with special educational needs are kept well informed through regular meetings and reviews. The school is very flexible and thus all parents attend reviews. The school employs bilingual assistants who work well with parents and pupils. A translation service is available if needed.
32. Parents take a very positive view of the school. Most, but notably those of pupils with special needs, contribute very well to their children's learning at school and at home and many keep a close eye on progress through the homework diary. A thriving school association runs multiple social and fund-raising events, which provide substantial sums for pupils' benefit. A good number of parents, particularly those of younger pupils, work in the school and attendance at its social events is high.
33. Links with the community are very strong. The school works closely with professionals in the local education authority and uses both it and other community members effectively as critical friends. Pupils gain substantially from the school's wide range of cultural, artistic and sporting connections and from taking part in local music festivals. Visits to local religious institutions help promote pupils' spiritual and moral development and the school encourages pupils to give of themselves through extensive charity work and links with local senior citizens. There is some contact with the press to promote favourable coverage, but links with local industry and commerce are under-developed.
34. The school has good relations with other early years organisations and works hard with other primary schools in its cluster to develop joint arrangements for policy and curricular development. Transfer arrangements for pupils moving to the 19+ secondary schools are as effective as can be hoped for, but inevitably it is difficult to maintain close links with such a large number. However, the school works very hard to make sure parents understand the implications of transfer very early on. It maintains a close and warm relationship with nearby secondary schools to the benefit of its pupils, especially in sports, mathematics and ICT. The school plays an important role in training new teachers and support staff and in providing work experience to secondary school pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. Leadership by the headteacher is very good and by other key staff it is good. Governance is very good.

Main strengths and weaknesses

- The headteacher provides very good leadership.
- Strategic planning reflects the school's intentions well.
- Leadership of the nursery is very good. Leadership of special educational needs and English, as an additional language is good.
- The governing body is closely involved in shaping the vision and direction of the school and governors are well informed.

- This is a self-evaluating school that focuses well on school improvement in all its aspects.
- Financial management is secure.

Commentary

35. Governance is very good. The governing body possesses a wide range of skills and experience. It is very well informed about performance, curriculum issues, financial matters and the challenges that lie ahead. Governors monitor the work of the school formally and informally. They act as critical friends and play a key role in shaping the direction of the school's development. With the headteacher and staff, they share the focus on raising standards and improving the quality of provision. Statutory requirements are met.
36. Since the last inspection, a new headteacher has been appointed and over half of the teaching staff has changed. The school has faced a significant period of difficulty in terms of long-term absence of key staff and in the need to retain and recruit staff; these have all been significant barriers to improvement. Despite this, the school has progressed well. Leadership by the headteacher is very good and by key personnel good. The headteacher's high profile and direct approach is successful in managing the school's changing ethnic profile, and promoting inclusion throughout the school. With the deputy headteacher he leads the school forward. He has created a well-focused and committed team who share their expertise. The well-respected deputy headteacher includes in her duties, assessment, curriculum, staff development, and the school council. Governors and staff have a shared view of where they want the school to go and staff have the capacity to realise their intentions.
37. School development is secure and the priorities for development are well chosen. Since the last inspection, good improvements have been made and the school has many strengths. The leadership team work closely with staff and governors with the aim of improving standards.
38. Leadership of subject areas is satisfactory overall. Co-ordinators' expertise is developing. They monitor teaching, the curriculum and pupils' work regularly. All have undertaken an audit of their subject and developed action plans to move forward. Leadership of the nursery is very good. The nursery teacher is an excellent role model for other Foundation Stage staff. Her strong leadership ensures that nursery and reception classes meet children's needs well.
39. Leadership of special educational needs and English, as an additional language is good, efficient and thorough. It seeks to improve provision, which is currently only satisfactory due to the lack of sufficient teacher assistant help to meet the many needs within classes. New initiatives are researched, resources are purchased and used to help teachers meet need. The code of practice is fully in place and the special educational needs register and tracking shows that these pupils make good progress. Pupils with English as an additional language also do well due in part to the good help that they receive from home. Leadership is flexible and arranges help to meet needs; for instance extra bilingual support has been placed into the Reception class to meet the increasing language needs.
40. Management is very good. The school is well organised with efficient systems in place. Continuous professional development and performance management are well established. Target setting and the monitoring of achievement are regularly reviewed. Good policies are in place and procedures and processes are kept under regular review. The school is keen to use initiatives and is in receipt of awards such as Active mark, Basic Skills Quality Mark (renewed in 2004), Healthy Schools, and the Schools Achievement Award. It is closely involved with the local family of schools and two nearby specialist schools.
41. Financial control and administration are efficient. Good procedures and systems are in place and the budget is monitored and controlled well. The school development plan clearly identifies priorities with earmarked funding for specific developments, such as reading, information and communication technology resources, and building improvements. Principles of best value are secure. The cost per pupil is average. Overall the school provides good

value for money because it offers pupils very good support and guidance and a good education.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,250,549
Total expenditure	1,321,919
Expenditure per pupil	3,001

Balances (£)	
Balance from previous year	136,934
Balance carried forward to the next	67,878

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

- Provision is outstanding in the nursery.
 - Teachers provide a wealth of well-organised, interesting and relevant activities.
 - Support for children at early stages of learning English is very good.
 - The lack of a canopy limits outside play in reception.
42. Children enter the nursery aged three with widely different levels of language development. Speaking skills are less well developed, however, than at the time of the last inspection with more children needing specialist help. The school provides well for children with particular learning needs, including those at early stages of learning English, about one third of the total. Very good, intensive bilingual work, a strength of the provision, enables them settle and enjoy activities as well as the other children. Children attend the nursery part-time, but because the school is over subscribed, only about two thirds transfer to the Reception classes one year later.
43. Teaching across the Foundation Stage is almost always good or better and, as a result, children achieve well overall, especially in the key areas of personal development, and communication, language and literacy. Most are on course to reach the nationally set early learning goals in all areas of learning by the end of the Reception year. Whilst standards reflect those of the 1999 inspection, apart from personal and language development, which are slightly lower, such comparisons are difficult to make because of curriculum changes since that time.
44. Good planning, particularly comprehensive in the nursery, includes clearly focused, well-organised, relevant and interesting activities, both independent and adult-led. Daily plans in Reception, however, are not detailed enough. Rigorous observation and assessment systems help teachers to provide good levels of challenge. Outdoor learning has a suitably high profile but, as the school is aware, the lack of a canopy for Reception children limits outdoor play in bad weather.
45. Improvement since the last inspection is good overall. It is especially good in the nursery where provision is now outstanding. The Advanced Skills Teacher has a particularly perceptive understanding of the active way that young children learn. She provides carefully planned, lively, imaginative, and apt activities that stimulate children so well that, despite their young age, they often persist for long periods, wanting to 'Do it all again'. She seeks out and includes children's interests, and greets events such as a torrential downpour with great enthusiasm and spontaneity. Her especially sensitive and welcoming approach enables (almost all) children to part happily from their parents and carers, and to settle and enjoy the wealth of exiting activities on offer. Three-year-olds are experiencing a particularly good start to structured education. The nursery teacher is an excellent role model for other Foundation Stage staff. Her strong leadership ensures that the nursery and Reception classes meet children's needs well. Adult roles are very clear and nursery nurses and trained teaching assistants make valuable contributions to teaching and learning. Staffing levels, especially generous in the nursery, enable children to be supported very effectively.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- A caring, calm and welcoming environment.

- Children are settling well.
- Children come to school happily each day and enjoy each other's company.
- Clear guidelines for behaviour so that children behave well.

Commentary

46. The suitably high priority that staff give to this area effectively underpins all other work. Very good teaching enables children to feel comfortable and secure in the caring, calm and welcoming environment. They achieve well and are securely on course to reach the national goals. The staff's very sensitive and friendly approach helps children and parents and carer's part with ease. Staff are consistently positive and encouraging so that children approach them with confidence. Children enjoy coming to school and soon settle to the wide variety of interesting activities on offer. They are establishing good attitudes to learning. The good balance of activities, adult-led and independent, that staff provide promotes their independence and confidence effectively. Even three-year-olds move about the classroom and garden with a good degree of self-assurance that belies their short time in school. Staff set clear guidelines for behaviour, with regular kindly reminders, so that children know what is expected and behave sensibly. They work and play harmoniously and are beginning to share, take turns and remember manners. Four-year-olds, in particular, enjoy each other's company, especially in the garden, bidding friendly goodbyes, for example, as they return to different Reception classes: 'Bye till after lunch' and 'See you later, H...'. Children in nursery and Reception are getting to know routines well. Four-year-olds especially are learning, when in a class group, to listen to each other, not to call out and to appreciate the needs of others. Teachers use the children's and staff's diverse backgrounds suitably, as for example when providing activities about Diwali or Eid.

COMMUNICATION LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Many opportunities for children to talk and to write.

Commentary

47. Teaching is good in this area and as a result most children are securely on course to reach the national goals by the end of Reception. They are achieving well. Most four-year-olds talk clearly, sometimes in an extended way and using complex sentences. Because of intensive bilingual support, those with English as an additional language are able to make their needs known. Staff across the Foundation Stage value and encourage children's talk. They use every opportunity, in focused activities in particular, to foster talk. They give children time to express themselves, as when talking about favourite parts of stories.
48. Writing enjoys a high profile. Teachers provide good opportunities and a wide variety of materials to encourage children to write, in independent as well as focused activities. So children across the Foundation Stage write freely, shopping lists, for example or making notes at the building site. In the nursery, laminated newsprint covers the writing table, encouraging children as they 'write' party invitations. Teachers provide countless opportunities for children to recognise and practise their names, self-registration, for example, or signing Golden Rules agreements. Consequently, most children in nursery and Reception recognise their names and older ones make reasonable attempts to write them. Teachers emphasise sounds and letters well, in a structured intensive way in Reception. However, although these children confidently suggest 'acrobatics' and 'ambulance' for 'a', for example, they do not yet readily transfer the learning to help with early reading. Children have good attitudes to books and some remember the text well. Higher-attaining children are beginning to recognise a few basic words. Children enjoy stories and listen attentively. Teachers provide good access to books

and children handle them with care. They turn pages sensibly and talk quietly to themselves as they look carefully at the pictures.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Some imaginative and challenging teaching.
- Occasional lost mathematical opportunities in Reception.

Commentary

49. Teaching is good overall, and as a result, four-year-olds are on course to reach the national goals. They achieve well. Most children count to ten and beyond with confidence and many recognise numerals to ten. They make patterns with small interlocking bricks and have some knowledge of basic shapes. Teachers provide a good range of daily mathematical activities, including computer programs, for children's independent play, and a suitable range of focused activities each week. The best teaching is lively, brisk and challenging, as in a reception class, when the teacher reinforced the concept of 'two' in a variety of imaginative ways, including using the body. She extended children's thinking by including practical computation up to ten. The children were very involved throughout and keen to contribute. In nursery, staff draw out incidental mathematical possibilities, counting candles on a birthday cake for example, or wheels on a printed truck. Occasionally, in Reception, however, mathematical opportunities are lost to capitalise on children's self-chosen play or during daily routines such as registration.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Exciting investigative activities, especially in the nursery.

Commentary

50. Teaching is at least good and as a result four-year-olds are securely on course to reach the national goals. They achieve well. Teachers provide a wide range of exciting activities for children to investigate and explore, especially in the nursery. Three-year-olds became fully involved at the building site, for example, talking about what they were going to build and collecting water from the butt to make 'cement'. Excellent teaching captured their attention for long periods as they investigated the ice mountain, finding out how ice reacts to different substances such as food colouring and salt. Across the Foundation Stage, teachers provide a good variety of materials for children to construct and make things. Four-year-olds readily cut and stick card and paper, for example, as when making 'something special', and build complex towers from wooden bricks. In nursery and Reception, children use magnifiers and microscopes to look carefully at things such as soil and insects. They approach computers with confidence and older children, in particular, manipulate the mouse to move images across the screen. Teachers provide appropriate activities for children to learn about Christianity and other faiths, especially those represented in each class.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good daily opportunities for energetic play.
- Imaginative, suitably structured hall sessions for four-year-olds.
- A wide range of suitable activities to encourage dexterity.

Commentary

51. Children achieve well and most are securely on track to reach the national goals. Teaching is good with ample daily opportunities for energetic outside play in both nursery and Reception classes. Children enjoy being active, running, riding bikes and scooters, and batting balls enthusiastically, for example. Appropriately challenging climbing equipment encourages four-year-olds, in particular, to exploit physical skills. Good teaching in an imaginative, suitably structured physical session in the hall encouraged four-year-olds to use space well and move in different ways. The children responded well to the teacher's clear instructions, stamping like a soldier, jumping like a frog, or being different sorts of beans – runner, broad, or jelly, (with frozen to finish!). They were aware when out of breath and rested sensibly at the end. Teachers provide a wide range of suitable activities to encourage children to use their hands and fingers with dexterity and most four-year-olds hold pencils, glue-spreaders, paintbrushes and scissors effectively. Children across the Foundation Stage use their fingers well, for example to thread beads, handle nails, or fit train tracks together. They press; squeeze and roll play dough (chocolate mint and pink) to make a variety of cakes.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A wide range of creative and imaginative activities.

Commentary

52. Children achieve well and, encouraged by good teaching, are securely on course to reach the national goals. Teachers provide a wide range of creative activities, for children to experience colour and texture. Children experiment boldly with paint in a variety of ways, with fingers as well as brushes. They mix colours, and older children produce realistic pictures, self-portraits for example. They make detailed drawings using crayons and felt pens. Three-year-olds have fun making swirl hand patterns with shaving foam and printing with thick grey paint. Teachers provide good opportunities for children to play imaginatively. Three-year-olds became very involved, for example, as they played with dinosaurs among the sprouting seeds on the 'living mountain' they had planted the previous week. In the home corners, children dress up and play with great enthusiasm, especially when joined by an adult to extend talk and develop ideas. In musical aspects, children experiment with percussion instruments and some four-year-olds are beginning to hold a steady beat. Children across the key stage enjoy an increasing range of songs and action rhymes, mainly in suitably structured sessions but also incidentally, as when the nursery teacher capitalised on the downpour with spontaneous rain songs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Standards have risen recently.
- Teachers have too little support but, when available, this is good.
- Some new curriculum initiatives have been introduced successfully.
- Teaching is good overall.
- Both libraries are underused.

Commentary

53. Standards in national tests at the end of Year 6 were average in 2003. They were below average for reading and writing at the end of Year 2. The trend for improvement was below the national trend but standards vary from year to year. In the 2004 tests, the proportion of eleven-year-olds who achieved the higher levels has risen.
54. Standards observed during the inspection at the start of the academic year are, on balance, average for both Year 2 and Year 6. Achievement is satisfactory. However, pupils' speaking and listening skills and vocabulary are below expectations in Year 2. For instance, many pupils did not understand the difference between ingredients and utensils. Only one pupil gave a good description of a 'sieve.' In Year 6, pupil's lack of scientific vocabulary impedes their progress in this subject. Some pupils confuse past with present. Most pupils listen to their teacher but they do not always listen to each other sufficiently.
55. Standards are average overall in reading in Year 2 and Year 6 for the start of the academic year. The new reading scheme introduced for Years 1 and 2 is interesting and gives good suggestions to teachers and parents to help children understand and use text. Throughout the school, pupils are keen to read and use picture and sound clues to help them tackle new words. The new 'sounds in words, phonic work' is proving successful. Older pupils easily find information from non-fiction books. They retell stories competently and describe different characters. However, libraries for both the infants and the juniors are underused. The infants library is too small and books are not easily accessible. Classes rarely use the junior library, although it is attractive and has a good range of books with some dual text. This helps build the self-esteem and confidence of pupils with English as an additional language. This library is not computerised.
56. Standards are average in writing in Year 2 and Year 6 for the start of the year. Handwriting is generally neat and joined in literacy books but this skill is not always transferred to other subjects. In Year 6, there is a good range of writing for different purposes such as letters, stories and reports. These show an organised structure with paragraphs and complex punctuation. Homework is used well to help pupils write extended long stories over the summer break. Pupils with special educational needs and those with English as an additional language make especially good progress. When they are withdrawn for specialist help, this generally coincides with English in class and helps them when they return.
57. Teaching is good overall but varies from satisfactory to very good. It is very good when teachers use a lively style and varied activities and strategies to keep pupils on task and interested. They share learning objectives so that pupils know what they are expected to learn and target questions so that all are included and involved. Teacher assistants play a crucial role in making sure that pupils understand their work and in making good assessments so that teachers can plan well for the future. In weaker lessons, the attention of pupils is not captured.

They are expected to sit and listen for too long and often teachers do not have sufficient help from teacher assistants. Teachers' behaviour management skills do not always work. A general weakness is that marking is inconsistent. Some teachers suggest ways to improve and others do not. Work is not always matched well to need. Sometimes all pupils are expected to do the same or copy the teachers' writing. This is especially the case when there is no teacher assistant.

58. Management of this subject is satisfactory. Several new initiatives have been introduced which are raising standards, such as new half-termly reading assessments, which are efficient and useful for planning, the arts week and cross-curricular links which make the subject relevant and interesting. Provision has been improved in Year 1. A good variety of literacy activities are provided in this year, which invite pupils to learn. However, the afternoon session is being revised so that pupils are more alert. The leader of this subject is keen to raise standards but is not sufficiently aware of the strengths and weaknesses across the school for the school to be taken forward rapidly.

Language and literacy across the curriculum

59. Several new initiatives have been introduced which help teachers plan to link literacy with other subjects. A particular success is the linking of teaching of religious education, personal social and health education (PHSE) and literacy by studying the text of the 'Journey to Joburg', which is thought provoking. Good links were noted with history and geography in Year 1 and during Arts week older pupils wrote, illustrated and made some lovely books for the younger pupils.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Excellent teaching in some classes.
- Pupils are too noisy in some lessons.
- Work is not always matched to pupils' abilities.

Commentary

60. Standards in national tests at the end of Year 6 were well above average in 2003. At this stage of the school year, standards are average overall. This is the same picture as at the last inspection, although there have been good improvements in test results at the end of Year 6 which have been well above average in recent years. The early stage in the school year and the differences in the ability of the current pupils can explain the difference between the test results and the inspection findings. The school's predictions for test results in the coming year are based on well-documented tracking of pupils' progress and reflect these differences appropriately. Lower test results at the end of Year 2 can be explained by the turbulence in staffing experienced by young pupils during last year, which was beyond the school's control. Many pupils with special educational needs make sound rather than good progress because not all classes have teaching assistants to support them in their learning. Where they do have this support, their progress is good. Pupils with English as an additional language make good progress. There is no significant difference between the achievement of boys and girls.
61. The quality of teaching ranges from excellent to unsatisfactory but most teaching is good or better. The excellent lesson included demanding work very well matched to varying ability groups. The teacher had very high expectations of behaviour and concentration, and used excellent methods at a brisk pace to reinforce learning for all the pupils in the class. As a result, pupils made very good progress in understanding the relationship between fractions, decimals and percentages. In the unsatisfactory lesson, work was not well matched to the

abilities of all the pupils. The pupils were noisy and did not listen well to their teacher or each other. The level of noise in the classroom prevented pupils from concentrating and getting on with their work and few made any significant progress. The noise level in some classes is too high, with too many pupils talking while their teacher is explaining their work. This has an impact on others being able to concentrate and make as much progress as they might.

62. Assessment and tracking procedures in mathematics are thorough and good. They give detailed information about what pupils have achieved and enable teachers to set accurate targets for them to reach. Every pupil has their own targets at the front of their mathematics books. These help pupils to know what they need to do to improve and are annotated when they have been achieved. Most teachers monitor learning appropriately during lessons, questioning pupils to check their understanding. Despite these good assessment procedures, there are too many instances of pupils of all abilities doing the same work. As a result, some pupils have work that is too hard and others have work that is too easy. The quality of teachers' marking is inconsistent; in some books it is useful, with clear information of how to correct errors, in others it is rather cursory.
63. Management of this subject is satisfactory. The co-ordinator is enthusiastic and keen to raise standards and achievement in mathematics. She monitors teachers' planning to ensure that all areas of mathematics are taught and has a systematic programme for monitoring teaching and supporting other staff. Resources for mathematics are satisfactory.

Mathematics across the curriculum

64. The early stage of the school year meant that there were few examples of mathematics being used in other areas of the curriculum. However, many classes are beginning to develop themes such as mathematics in other cultures and mathematics in art and design, graphs are drawn in science and measuring is carried out in design and technology. Young pupils learn to sort and group objects in information and communication technology.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Knowledgeable and effective subject leader.
- The curriculum is well organised so that pupils' scientific skills are developed effectively.

Commentary

65. Standards in national tests at the end of Year 6 were above average in 2003. Over the recent past, standards have been maintained at an above average level and all pupils achieved well. However, the proportion of pupils attaining the higher Level 5 was lower than in 2002. As a result of the well-planned opportunities, pupils have to explore all aspects of science, and the good teaching of investigation skills, especially in the upper junior classes, results in pupils being able to pose questions and then find answers using appropriate scientific knowledge. Pupils use their numeracy skills well so that they can record accurately and explain clearly the work they are doing. Evidence during the inspection showed average standards in Year 6 because of the wide variations between year groups and the impact this has on the overall outcomes.
66. In the 2003 teacher assessments, Year 2 pupils were assessed as reaching above average standards. Evidence during the inspection showed below average standards overall for the current Year 2. This is partly because of staff sickness and instability last year, the very small amount of evidence at this stage of the term, timetable changes, and the fact that only one Year 2 lesson could be observed. Standards of work seen were higher in Year 1 than in Year 2; displays showed Year 1 pupils able to match body parts to names and to begin to write

sentences about human development. *'When I was a baby I could crawl, now I am five years old I can run, spell, talk, walk'*. Work seen in Year 2 was below that expected with work depicting poor handwriting and weak presentation. Pupils have begun to keep weather charts, and the higher-attaining pupils show some understanding of the water cycle.

67. Teaching and learning are satisfactory overall. However, there are some behaviour management issues in Year 2 that affect pupils' learning, and pupils' weaker listening skills result in their making slower progress than they might in science lessons. Teachers have sound subject knowledge and encourage pupils to use the correct scientific language. Most pupils respond well and are interested in their activities. Pupils work together effectively, producing interesting work and discussing their findings in a sensible way. Teachers assess what the pupils know satisfactorily. The identification of extension work for the higher-attaining pupils in lesson plans is clear and this enables such pupils to make good progress. The marking of work by some teachers is helpful in telling pupils what they need to do in order to improve. However, there are some inconsistencies across the school. Pupils are insufficiently involved in evaluating their work so that they know what they have to learn next and how to improve their work. Information and communication technology is used satisfactorily to support learning in science. Pupils with special educational needs and English as an additional language are well supported in class and make good progress. The skills that pupils need to possess are taught well and pupils can participate fully in each lesson.
68. Following an extended period of absence due to illness, the subject leader is back in post. A good action plan for the subject is in place and the co-ordinator is already undertaking effective monitoring to raise standards. The subject is well led, and this is contributing to the improving standards in most classes. There are few opportunities for pupils to benefit from visits and visitors to enrich the science curriculum. Since the last inspection there has been satisfactory improvement overall, and good improvement in Years 3 to 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils have very good attitudes and behave well.
- Pupils' work is not always marked.
- Additional resources are required to teach aspects of control technology.

Commentary

69. Pupils in Year 2 and Year 6 will reach expected standards because they are beginning to benefit from using the computer suite. Standards are higher in the communication and data-handling aspects, than in control and simulation, and further resources in control are required. Improvement since the last inspection has been satisfactory, and computers are beginning to make an important contribution to standards in other areas of the curriculum.
70. Teaching is satisfactory overall. Pupils achieve well when teachers have clear expectations and pupils know what they have to do. Occasionally, teachers are hesitant because they lack confidence and speed when demonstrating computer skills.
71. The subject co-ordinator is a part-time teacher and, through effective leadership and management of the subject, is raising standards and improving the range and quality of provision, although the control aspect is still underdeveloped. The subject leader is keen to ensure that the new resources are fully used. Parents are made aware of Internet safety. The school conducted an audit of standards and agreed an appropriate plan for improvement. The resource provision is not yet meeting the national recommendations for the number of computers. Investment in resources and staff training have greatly enhanced the learning

opportunities for pupils, but are not yet fully in place. A few members of staff lack skills and knowledge, and this inhibits pupils' progress. The school is beginning to monitor pupils' progress, but recognises that monitoring and assessment are not yet good enough to enable teachers to match tasks precisely to each individual's needs. The school has good plans for further development. Improvement since the last inspection has been satisfactory.

Information and communication technology across the curriculum

72. Information and communication technology is well used for data handling in mathematics, and for word processing when producing books, projects and poetry. Graphic programs are used well in art and design. The use of control technology is not yet fully in place and is a developing area.

HUMANITIES

Judgements for geography and history are based on work sampling and other evidence available. Three lessons were observed in geography, two in history and three in religious education. The scrutiny of work and evidence of teachers' planning and discussions with pupils also support the judgements that follow.

Geography

73. Indications are that, at this early stage in the school year, standards meet national expectations. This is different from the finding of the last inspection, when standards were good in Key Stage 2, especially in Year 6.
74. Pupils achieve satisfactorily. In Year 2, they have an awareness of different environments, for example tundra, desert and rainforest. In Year 6, they learn about aspects of life in St Lucia. They make good use of mathematical skills to interpret information from graphs and tables. They consider advantages and disadvantages of the developing tourist trade for local people and gain some understanding of how human intervention can damage an environment. Through good quality questioning, teachers enable pupils to make links with previous knowledge about weather patterns and current events such as hurricanes. Pupils' information and communication skills effectively enhance the work in geography, as in well-presented poems about environmental issues such as pollution.
75. Teaching strengths maintained since the last inspection include effective use of statistical information, and constructive links with literacy. However, some writing is copied, limiting pupils' learning and taking insufficient account of differing abilities. Good art links enrich pupils' geographical learning such as high quality watercolour pictures of St Lucia and large-scale collages of different environments. The annual residential trip to Juniper Hall for Year 5 pupils provides useful fieldwork and local area research opportunities as well as enriching personal development. In lessons observed pupils were well motivated and behaved sensibly.
76. The subject is at least satisfactorily led and managed. The co-ordinator provides a good role model, as at the time of the last inspection. Good cross-curricular links are developed with science and art and design. Monitoring is good, detailed and comprehensive. Improvement since the last inspection is satisfactory.

History

77. Indications are that standards meet national expectations, in line with the findings of the previous inspection.
78. Pupils achieve satisfactorily. Pupils in Year 2 begin to attribute old toys such as clockwork and wooden toys to different times. They are curious about how old toys move and make links with learning about forces in science. Their learning is limited, however, by a lack of suitable

books, pictures and artefacts, to handle and look at carefully. Pupils in Year 6 talk about aspects of Aztec life, and highlight research about the civilisation as a useful and effective preparation for Year 6. In class also, teachers provide opportunities for pupils to research aspects of the past, using books and the Internet.

79. Teachers make good use of pupils' literacy skills to promote learning, as at the time of the last inspection. Pupils record learning in a variety of ways, for example extended writing, descriptions, letters and lists. Sometimes, however, work is copied, as in geography, limiting learning and not taking enough account of pupils' differing abilities. Drama further enlivens historical understanding, for example about the Aztecs. In the open plan classrooms in Years 1 and 2, however, speaking skills are sometimes hindered by intrusive noise from the next class, as in the Year 2 lesson observed. Visits and visitors, to museums for example or to talk about World War 2, enrich pupils' experience of the past. Teachers make good links with other subjects to reinforce learning in history. Local history increases pupils' understanding of the place where they live, as they learn about old Croydon and John Whitgift, for example, a Victorian benefactor.
80. Weaknesses in teaching occur when pupils' restless behaviour and chatter are not controlled effectively enough. Although pupils are clearly interested in learning about aspects of the past, in lessons observed, they did not always do as well as they could.
81. History is satisfactorily led and managed. Assessment procedures are at early stages of development as new systems are currently being trialled. Monitoring is good, detailed and comprehensive. Improvement overall since the last inspection is satisfactory.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Good cross-curricular links have been developed.
- Resources are insufficient.

Commentary

82. Pupils' overall standards match the expectations for their ages. Three lessons and assemblies were observed and books at the start of the year were examined together with the overall curriculum plan. When talking to pupils, they remembered different places of worship, Bible stories and discussions of how to cope with their own personal problems.
83. Good links are made with literacy in the juniors so that pupils think about and discuss issues such as fairness and racial discrimination. Good emphasis is placed upon understanding other points of view. The locally agreed syllabus is covered and pupils make visits to different places of worship to help them gain a broad picture. Pupils are keen to talk about their own place of worship. They accept the school message of 'if you want something never give up'. Generally, all pupils accept that people hold a range of different views and the school celebrates this diversity.
84. In Year 2, pupils understand that Jewish people have special celebrations and in Year 6 they discuss the help that Christian Aid gives and why it is important. They compare their lives with those of others.
85. Overall, teaching was satisfactory in the few lessons seen. Strengths were good research and understanding of the subject. This led to a variety of worksheets and short tasks designed to keep pupils interested. Weaknesses were too much teacher talk and tasks (worksheets),

which did not challenge pupils to think or understand the topic. Also, for the younger pupils, there were too few books or artefacts to gain their interest.

86. Leadership is satisfactory. The co-ordinator has good procedures in place for pupils who are withdrawn by parents. Good cross-curricular links have been developed.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

In creative, aesthetic, practical and physical subjects, work was sampled in design and technology and in music. Four lessons were seen in art and design, and four in physical education. The scrutiny of work and evidence of teachers' planning support the judgements that follow.

Art and design

Provision for art and design is **good**.

Main strengths and weaknesses

- Good opportunities for links with other subjects and for curriculum enrichment.
 - Pupils' work is celebrated and work on display is often of good quality.
87. Pupils in Years 2 and 6 reach standards and levels of achievement that are in line with the national average. Work on display is often of good quality reflecting at least secure teaching and learning. Art and design has a high profile in the school. Pupils with special educational needs and those with English as an additional language achieve well. There are no significant differences in the standards attained by boys and girls. This represents a similar picture to judgements made in the last inspection.
88. As a result of the good opportunities planned, Year 3 pupils research and record their findings and ideas about different kinds of patterns. They understand how to make templates and printing blocks. They use specific terminology accurately such as '*overlap, repeat, Celtic and Rangoli*' to express preferences and differences. As a result of good teaching, they increase their knowledge and understanding of different cultural traditions. They discuss the impact and influence of art from India, Africa and Europe on other crafts such as wallpaper and textile design. They begin to understand the role and purpose of craftspersons.
89. Teaching and learning are at least satisfactory overall. Teachers have secure subject knowledge and they encourage pupils to investigate ideas and record their findings. The use of specific terminology is well developed. Pupils respond well and enjoy the activities. They work well together and share resources responsibly. Year 5 pupils make interesting large-scale wicker fish mobiles influenced by the work of Alexander Calder. They understand how he portrayed space in different ways. They build on their knowledge of cubism and, informed by this, they confidently discuss ideas and ways of making and decorating their own mobiles. In a parallel Year 5 lesson, pupils work in literacy groups creating a bank of character faces for their story depicting different moods, such as sad, shy and thoughtful faces. Good links are made between art and design and literacy throughout the year. Year 6 pupils explore the basic elements of shape through printing using photocopies of paper sculptures made previously. With a viewfinder, they select sections for a print block design in two colours. Pupils are developing appropriate skills and knowledge.
90. The subject is well led and there is an appropriate action plan for it. The co-ordinator undertakes effective monitoring. Assessment procedures and new systems are currently being trialled. Opportunities for links with other subjects and for curriculum enrichment are good. Since the last inspection, there has been good improvement. Display about the school celebrates pupils' achievement well.

Design and technology

91. Work was sampled as no lessons were observed due to the timing of the inspection. Judgements are based on looking at photographs, displays and samples of work. The school plans adequately for this subject across the school and pupils cover all aspects of the design process. In Year 2, pupils sew and make felt teddies. They also use different ways of joining materials when making moving vehicles. In Year 6 pupils design and make slippers. These are then evaluated and suggestions for improvement made. Overall, the standard of work is satisfactory. The school has a scheme of work and is introducing assessment procedures for the subject.

Music

92. During the inspection there was insufficient evidence to form a secure judgement about pupils' standards, their achievements or the quality of teaching and learning in Years 2 and 6. The limited observations and talking to pupils and teachers indicate that standards are at least satisfactory. Limited evidence from teachers' planning indicates that all statutory requirements are met. However, from talking to pupils it appears that there is some lack of rigour in adhering to the timetable for regular music lessons in some classes. Pupils with special educational needs and those with English as an additional language are fully included in lessons and activities. The school offers the opportunity for pupils to engage in a wide variety of musical activities, and many participate in performances by playing instruments such as brass, clarinet, flute, fife, recorder, saxophone and violin. The school orchestra is of outstanding quality. Pupils are confident and very competent, approaching their shared music with great maturity. They rehearse parts thoroughly, listening to one another carefully, making thoughtful comments about their varying scores and suggesting where their performance might be improved. Members of the orchestra clearly thoroughly enjoy playing together and make every effort to ensure that they practice and refine their playing for the benefit of their peers.
93. The co-ordinator is an expert musician who is an asset to the school. She is an excellent role model and uses her skills to support non-specialist teachers very well. As a result, the one lesson seen was well structured, interesting and the pupils made good progress. Music played as pupils lead into assembly is listened to well and good quality clear information is given about the composers. Singing in assembly is satisfactory and enjoyed by all those participating. Many pupils are keen members of the school choir. The school participates in the local music project and the pupils are proud of their achievements. There are satisfactory resources for music, including a range of music and instruments from different cultures, which contribute well to pupils' cultural development.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- There are good sporting links with other schools.

Commentary

94. Standards in gymnastics and dance are meeting expectations in Years 2 and 6. This maintains the position at the last inspection. Although no games lessons or swimming was observed during the inspection, talking to pupils and looking at timetables and teachers' planning indicate that they are a regular part of the school week and that all statutory requirements are met. The range of extra-curricular sporting activities is satisfactory, including athletics, netball and football for both girls and boys. Good links, which enrich and extend the physical education curriculum, are maintained with a local secondary school, and the pupils enjoy their involvement in the local swimming gala.

95. The quality of teaching is satisfactory overall and one good lesson was observed. In the good dance lesson, the teacher was a good role model for the pupils, changing into appropriate clothing so that she could demonstrate and work alongside them. The good use of praise and encouragement enabled pupils to enjoy themselves thoroughly whilst making good progress in demonstrating body shapes and movement of crabs. Pupils have a clear understanding of the value of physical exercise to their health, and lessons include appropriate warm up and cool down elements. Older pupils move rhythmically and well to music, developing the quality of their movements as they learn different sections of a dance routine. However, in some lessons pupils were too noisy and this prevented them from concentrating properly on their work. In gymnastics, pupils work quietly and imaginatively, but tend not to understand what teachers mean when they ask them to extend legs or arms so some movements are not as graceful as they might be. Pupils with special educational needs and those with English as an additional language are fully included in lessons. However, in some lessons, a small number of pupils do not participate, sometimes because they do not have their kit. This practice needs to be re-evaluated to include all pupils in all lessons. Resources and accommodation for physical education are good, with ample space in two halls, and grassed and hard areas for outdoor activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Personal, social and health and citizenship education (PSHCE)

96. Inspectors observed two lessons and interviewed pupils about their involvement in the school council. Insufficient evidence was gained during the inspection to form a secure judgement about standards, achievement or the quality of teaching and learning. Evidence from pupils' work, teachers' planning and discussions with pupils suggests that the provision for personal, social and health education is at least good. Personal, social and health education is integrated with religious education and physical education.
97. In the two Year 4 lessons observed, pupils focused on '*What makes good friends and how our actions affect others*'. They sat in a circle and took turns to share their experiences, for example, being kind to one another. Most managed this quite sensibly although many spoke very quietly. Unfortunately, as both lessons progressed, listening skills deteriorated, and opportunities for good discussion about friendship were missed because of the underlying muttering, wriggling and inattention of several pupils.
98. Throughout the school, staff work hard to ensure that pupils develop appropriate attitudes, values and personal qualities. A range of planned topics and themes are explored and discussed. Older pupils take part in the Junior Citizens competition organised by the Metropolitan Police and other emergency services in Croydon. Circle time, and the citizenship curriculum contribute positively to promoting pupils' respect for each other. The influence of this part of the curriculum form an essential part of the school's positive ethos, which pervades the school and relationships within it. The curriculum is further enhanced by a variety of activities and visitors linked to the planned topics. Pupils develop responsibilities and their social skills well from such opportunities.
99. Pupils take their responsibilities seriously through the school council and charity fund-raising, such as, Guide Dogs for the Blind, Red Nose Day, RSPCA, Animal Rescue and Save the Children Fund. Considerable amounts have been raised. The school council is well established and meets regularly. Pupils' views are sought and acted upon in terms of improvements. They are proactive in the proposals for change, such as the use of the playground and outdoor facilities. These are all improvements since the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

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

Overall standards achieved	4
Pupils' achievement	4

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	3

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

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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