

INSPECTION REPORT

HASLEMERE PRIMARY SCHOOL

Mitcham

LEA area: Merton

Unique reference number: 102643

Headteacher: Stella Fry

Lead inspector: Godfrey Bancroft

Dates of inspection: 11 – 14 October 2004

Inspection number: 266966

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;	506
School address:	Brooklands Court Haslemere Avenue Mitcham Surrey
Postcode:	CR4 3PQ
Telephone number:	020 8648 9660
Fax number:	020 8687 0236
Appropriate authority:	Governing body
Name of chair of governors:	Peter Nicholson
Date of previous inspection:	No previous inspection

CHARACTERISTICS OF THE SCHOOL

The school serves part of the urban community of Mitcham in Surrey. The socio-economic circumstances of the community are below average. The percentage of pupils eligible for free school meals is above average. A very high percentage of the pupils come from ethnic minority backgrounds and the percentage of pupils who speak English as an additional language is very high. Children's attainment on entry to the school is below that expected for their age. The percentage of pupils with special educational needs is above the national average. The percentage of pupils with statements of special educational need is below average. The school has been awarded Beacon School status, Investor in People , Healthy Schools Award, Eco Schools Award and Effective Early Learning for Nursery provision . At the time of the inspection the deputy headteacher was leading the school, following the resignation of the headteacher in July 2004. A newly appointed headteacher will take up post in January 2005.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	Godfrey Bancroft	Lead inspector	Foundation Stage Music Physical education Personal, social and health education and citizenship
19436	Michael O'Malley	Lay inspector	
15628	Jo Stevenson	Team inspector	English Art and design Design and technology Religious education
5020	John Burnham	Team inspector	Mathematics Science French Special educational needs
32325	Martyn Webb	Team Inspector	Information and communication technology Geography History English as an additional language

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Haslemere Primary is a very good school with many excellent features. Pupils from all backgrounds and abilities achieve very well. The quality of teaching and learning is very good. Leadership and management are very good. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The school has an excellent ethos in which cultural and ethnic differences are celebrated and everyone is regarded as special.
- Provision for pupils' spiritual, moral, social and cultural development is excellent.
- The school gives children in the Foundation Stage a very good start to their education.
- Pupils from ethnic minority groups achieve very well and those who speak English as an additional language achieve excellently, due to the high quality of provision.
- Teaching assistants and support staff make an excellent contribution to pupils' learning.
- The school's links with parents are excellent.
- The governing body provides excellent support for the work of the school.
- The headteacher, senior managers and subject leaders inspire, motivate and influence the work of staff and pupils excellently.

This is the first time the school has been inspected as a primary school. Under reorganisation by the local education authority, the transition from a first school to a primary school was completed in September 2003. The school's Year 6 pupils took the annual national tests for the first time in 2004. The change to becoming a primary school has been managed very effectively by the governing body and the headteacher.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	n/a	n/a	C	A
mathematics	n/a	n/a	C	B
science	n/a	n/a	D	C

*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 from all abilities and backgrounds achieve very well. Children join the school with attainment that is below average and well below average in some areas of their learning. This applies to children who join at Nursery and Reception age. The attainment of many pupils who have joined the school during its transition into becoming a primary school was also well below average. Children in Nursery and Reception achieve very well and standards by the end of Reception are average, except in language and early reading and writing where they are below. The most recent national tests (2004) for the end of Year 2 show standards in reading and writing are average and standards in mathematics are well above average. Compared with similar schools standards in reading are well above average, standards in writing are above average and standards in mathematics are very high (in the top 5% nationally). Pupils in Years 1 and 2 achieve very well. Inspection findings show standards in reading, writing and mathematics in the current Year 2 to be above average. In the 2004 tests for the end of Year 6, standards in English and mathematics were average and standards in science were below average. Compared with similar schools, standards were well above average in English, above average in mathematics and average in science. Inspection findings show that pupils in Years 3 to 6 achieve very well and standards are above

average. Pupils from ethnic minority backgrounds achieve very well. The achievement of pupils who speak English as an additional language is excellent. **Pupils' personal qualities, including their spiritual, moral, social and cultural development are excellent.** Pupils' attitudes, behaviour and attendance are very good.

QUALITY OF EDUCATION

The quality of education is very good. Teaching and learning are very good. Teachers have excellent relationships with pupils and ensure that pupils learn very well. Teaching assistants make an excellent contribution to pupils' learning. The support provided for pupils who speak English as an additional language is excellent. Arrangements to assess pupils' attainment and progress are very good and pupils are involved in these processes very well. The curriculum is very good and there is an excellent range of opportunities for enrichment. Equality of access and opportunity for all pupils is excellent. The provision made for the care, guidance and welfare of pupils is very good. The school's partnership with parents is excellent and partnerships with the community and with other schools are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good and provide the basis for the school's excellent ethos and pupils' very good achievement. Governors meet their statutory duties very well. They are very knowledgeable about the school's strengths and weaknesses and provide the headteacher and senior managers with excellent support. The headteacher, senior managers and subject leaders promote an excellent atmosphere in which everyone is valued and made to feel very special. They inspire, motivate and influence the work of staff and pupils very effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think the school is excellent and they are involved exceptionally well in its work. Pupils also think their school is excellent. The school involves pupils extremely well by seeking and acting on their views.

IMPROVEMENTS NEEDED

The school is constantly striving to become better and there are no significant areas for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement in Years 1 to 6 is very good. Children in the Foundation Stage achieve very well. By the end of Year 2 pupils are achieving very well and standards are above average. Pupils in Years 3 to 6 also achieve very well and standards by the end of Year 6 are also above average.

Main strengths and weaknesses

- By the end of Years 2 and 6, standards in English, mathematics and science are above average.
- By the end of Years 2 and 6, standards are above average and pupils achieve very well in almost all subjects.
- Pupils from ethnic minority groups achieve very well. The achievement of pupils who speak English as an additional language is excellent.

Commentary

1. Children's attainment when they begin in the Nursery is well below average in their personal, social and emotional development and in their communication language and literacy. Their attainment on entry in other areas of their learning is below average. During their time in the Nursery and Reception classes, children achieve very well in all areas of their learning. By the time they leave the Reception classes, their attainment is average in all areas of their learning, with the exception of communication, language and literacy, in which attainment is below average.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.0 (16.2)	16.0 (15.7)
writing	14.7 (15.5)	14.6 (14.6)
mathematics	17.8 (17.5)	16.5 (16.3)

There were 55 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.2 (n/a)	26.9 (26.8)
mathematics	26.8 (n/a)	27.0 (26.8)
science	28.2 (n/a)	28.6 (28.6)

There were 59 pupils in the year group. There is no data for the previous year

2. The most recent national tests (2004) for the end of Year 2 show standards in reading and writing are average and standards in mathematics are well above average. Compared with similar schools standards in reading are well above average, standards in writing are above average and standards in mathematics are very high (in the top 5% nationally). Over recent years, standards, as shown by the national tests in reading, writing and mathematics, have

been generally above average. The school's trend in attainment in these subjects, over the last five years, has been broadly in line with the national trend. Inspection findings show that pupils achieve very well and attain standards in reading, writing and mathematics at the end of Year 2 that are above average. Pupils achieve very well in all subjects. They attain standards that are above average in all subjects, with the exception of religious education in which standards are in line with those expected by the Locally Agreed Syllabus for the subject.

3. The attainment of many pupils who have joined Years 3 to 6 during the school's transition into becoming a primary school was well below average. Because of this transition the pupils in the 2004 Year 6 classes were the first from the school to do the annual national tests. In these tests, standards in English and mathematics were average and standards in science were below average. Compared with similar schools, standards were well above average in English, above average in mathematics and average in science. Inspection findings show that in English, mathematics and science pupils in Years 3 to 6 achieve very well and standards are above average. This is because pupils have had longer to settle into the school and to benefit from the very good teaching and learning it provides. Pupils achieve very well and attain above average standards in all subjects, with the exception of religious education in which standards are in line with those expected by the locally agreed syllabus for the subject.
4. Pupils from ethnic minority backgrounds achieve very well. The achievement of pupils who speak English as an additional language is excellent. This is because the provision made for the teaching and learning of these pupils is excellent. In addition, the school has identified pupils who are regarded as able, gifted and talented. These pupils also achieve very well. Pupils' competence to apply the skills of language and literacy in other subjects is good in Years 1 and 2 and very good in Years 3 to 6. Pupils' competence to apply the skills of mathematics and information and communication technology (ICT) in other subjects is good. The school sets realistic and challenging targets for attainment. These targets are based on rigorous assessment procedures and are usually achieved by the pupils. Targets set for future year groups indicate that the trend of above average standards is likely to be maintained.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is excellent. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils are very interested in their lessons and other school activities.
- Pupils know what is expected of their behaviour and respond very well.
- Relationships between adults and pupils and between pupils are excellent.
- Pupils' personal development is excellent.
- Attendance is very good.

Commentary

5. Pupils like school and they are keen to learn. They work hard in lessons and 'try to do their best.' Many take part in activities outside class. Pupils behave very well. The school sets very high expectations for pupils' conduct and all the staff work very effectively to achieve this. Pupils are very aware of the school's 'Golden Rule', which supports their behaviour and very good attitudes towards each other. There were two exclusions last year, which were appropriate in the circumstances.
6. Assemblies include themes such as 'Creation' and 'Bravery'. They include stories and reflections that help pupils consider values and a wide range of beliefs. The pupils learn to notice and feel what is 'special'. The school is outstanding at promoting mutual respect and concern for others. Pupils from different backgrounds mix very well, and they make sure no-

one is left out. Bullying and racism are very rare. Disagreements and rough play rarely occur and are quickly sorted out. Pupils can distinguish clearly between right and wrong. They are encouraged, successfully, to make the right choices and to think through the consequences of their actions.

7. The school grasps every opportunity to build pupils' self esteem and help them to understand their community responsibilities. Therefore all pupils, including those with English as an additional language or those from minority ethnic backgrounds, develop confident attitudes to school. They are keen to take responsibility, such as acting as 'playtime pals', helping with class routines, and looking after visitors. They carry out these duties very well. Pupils take good responsibility for their own learning. They regularly review their own progress, and older pupils join their teachers and parents to discuss progress. Pupils regularly raise funds for charity, and the 'Eco warriors' make sure everyone looks after the school environment.
8. There are many opportunities for pupils to learn about their own and other cultural traditions through assemblies, visits and visitors, a wide range of extra-curricular activities, and studies in class. There are special projects such as 'One World Week', 'Black History Week' and 'European Day of Languages'. The teachers encourage the pupils to learn from each other about their own cultural experiences and the rich mix of cultures represented in the school is fully celebrated.
9. Attendance is well above the national average. Pupils are punctual and lessons start promptly. There are very effective procedures for monitoring and promoting good attendance and therefore it has steadily improved over the last four years. Absence and lateness are monitored closely. Unexplained absence and unsatisfactory attendance are followed up. There is good support from the education welfare officer. Good attendance is rewarded, and the importance of good attendance is promoted very effectively.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.5
National data:	5.4

Unauthorised absence	
School data :	0.2
National data:	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian

No of pupils on roll
183
1
29
10
4
5

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

Mixed – any other mixed background	8	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	11	0	0
Asian or Asian British – any other Asian background	20	0	0
Black or Black British – Caribbean	39	2	0
Black or Black British – African	70	0	0
Black or Black British – any other Black background	4	0	0
Any other ethnic group	10	0	0
No ethnic group recorded	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good. Teaching and learning are very good. The curriculum is very good and there is an excellent range of opportunities for enrichment. Equality of access and opportunity for all pupils is excellent. The provision made for the care, guidance and welfare of pupils is very good. The school's partnership with parents is excellent and partnerships with the community and with other schools are very good.

Teaching and learning

Teaching and learning are very good. Assessment is very good.

Main strengths and weaknesses

- Teachers have excellent relationships with pupils and ensure that pupils learn very well.
- Teaching assistants make an excellent contribution to pupils' learning.
- The support provided for pupils who speak English as an additional language is excellent.
- Arrangements to assess pupils' attainment and progress are very good and pupils are involved in these processes very well.

Commentary

Summary of teaching observed during the inspection in 51 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6 (12%)	25 (49%)	16 (31%)	4 (8%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. The quality of teaching and learning in the Nursery, in the Reception classes and in Years 1 to 6 is very good. Several teachers are Leading Teachers in literacy, numeracy and behaviour management. Others have Advanced Skills Teacher status and one is a 'fast track teacher'. At times teaching is excellent, for example in physical education. Pupils are often highly motivated and inspired to learn very well. The quality of teachers' planning to meet the needs

of all their pupils is excellent. Teachers have excellent relationships with pupils and ensure that pupils learn very well. Pupils express great respect and appreciation for the work of their teachers and support staff. One teacher is an athlete of Olympic standard. Pupils are inspired by her and are very proud of her achievements. Teachers and support staff provide excellent role models for pupils. Pupils are very aware of the very high quality that is evident when teachers and support staff work together to promote pupils' learning. They respond by showing respect, working very well together and supporting each other very well.

11. Support staff make an excellent contribution to pupils' learning. Throughout the school, teaching assistants and other support staff forge very effective working relationships with teachers and with pupils. They are very well informed about the pupils they help. The support provided for pupils who speak English as an additional language is excellent.

Example of outstanding practice

The support provided for pupils who speak English as an additional language

Pupils who speak English as an additional language are sometimes taught as part of full classes. At other times they are taught in groups drawn out of their usual classes. The withdrawal groups are usually led by support staff. The detailed planning and knowledge of pupils' needs that supports their learning is exemplary. Excellent relationships are evident between pupils and support staff and amongst pupils in the groups. This gives the pupils the confidence to learn very well. Pupils also support and help each other very well. The excellent range of activities provided for their learning also means pupils enjoy their work and participate with great enthusiasm. Support staff also assess the achievements and progress of these pupils very thoroughly and use the information they gain from the assessments very carefully to plan the next stages of pupils' learning. Consequently, pupils make rapid progress and soon speak English fluently and confidently. The support provided for pupils when they are part of full classes is also excellent.

12. Arrangements to assess pupils' attainment and progress are very good and pupils are involved in these processes very well. The assessments that teachers undertake of pupils' attainment and progress are thorough and very detailed. The information they gain from the assessments is used very effectively to inform the next stages of their teaching. Teachers are very good at keeping pupils informed about how well they are progressing and about what they need to do to improve further. Teachers also use questions very effectively to make pupils think about how well they are doing and to make sure that pupils are fully aware of what they need to do to continue making progress. Homework is used very well to support and enhance pupils' learning.

The curriculum

The curriculum provided in the Foundation Stage and in Years 1 to 6 is very good. Opportunities for enrichment, through extra-curricular provision, are excellent. Accommodation and resources are good overall.

Main strengths and weaknesses

- The school places a strong emphasis on pupils' acquiring the skills of literacy, numeracy and ICT and applying them successfully across the curriculum.
- Very effective links between subjects make the curriculum relevant and stimulating.
- The curriculum provided for pupils from ethnic minority groups and for those who speak English as an additional language is excellent.
- The provision for pupils with special educational needs is very good.
- Equality and access for all pupils to the curriculum is excellent.
- The school's Study Centre provides an excellent research and resources area.

Commentary

13. The school fully meets the statutory requirements for the curriculum and for religious education. The provision for personal, social and health education (PSHE) is very good and

includes very good coverage of health and sex education as well as the misuse of drugs. All subjects have up-to-date schemes of work which all teachers are following very well. The Foundation Stage curriculum is very good and provides a very good balance between activities led by teachers and support staff and opportunities for children to learn independently through exploration and play.

14. There is a well-balanced long-term curriculum map identifying areas of learning for Years 1 to 6. The map links subjects under topic headings. This very good cross-curricular approach is exemplified in the school's schemes of work, in which links are made across a number of subject areas, making the curriculum relevant and interesting for the pupils. The teaching of French in Years 4, 5 and 6 enhances pupils' understanding of languages very well. In many subjects there are very good opportunities for pupils to apply their skills of literacy, numeracy and ICT.
15. Teachers' curricular planning ensures pupils with special educational needs and those speaking English as an additional language benefit from excellent levels of support. This provision helps these pupils to achieve very well. Withdrawal sessions cover the same work as in lessons so that pupils do not miss out on any aspect of the curriculum. Able, gifted and talented pupils are challenged very well within lessons and when carrying out specific projects during lesson time.
16. There is an excellent range of extra-curricular activities that are well attended by pupils of all ages, backgrounds and abilities. The range covers sporting, artistic, musical and cultural activities. A series of events with a specific focus, such as 'Black History Week', provides a common theme for valuable extension and enrichment for pupils throughout the school. Educational visits and visitors to school support pupils' learning very well.
17. The number of teachers and support staff provided by the school meets the demands of the curriculum very well. Accommodation for pupils in Years 1 to 6 is good. The accommodation provided for children in the Foundation Stage is very good. The school makes very effective use of all its facilities, which are very well maintained. Internal accommodation is spacious and classrooms provide interesting, stimulating environments in which displays and other materials to support learning are presented to good effect. Resources to support learning are good. Extensive use of ICT is made. Resources are very well organised and well presented in the excellent Study Centre and the school's ICT suite. The very wide range of resources includes multilingual material. This provision has a very positive impact on learning and raising standards.

Care, guidance and support

Arrangements to ensure pupils' care, welfare, health and safety are very good. The provision for support and guidance is very good. The school seeks and acts on pupils' views excellently.

Main strengths and weaknesses

- The school takes very good care of pupils and takes excellent account of their views.
- There are very good arrangements for monitoring pupils' achievements and supporting their development.

Commentary

18. The school takes very good care of pupils' medical, social and emotional needs. The teachers make sure that all pupils are secure and confident to get on with their learning. There is very good provision for childcare through the breakfast and other 'out-of-hours' clubs and the school's 'wrap around' care provision. There is good support from outside agencies. There are effective procedures for child protection and very good arrangements to ensure pupils' health and safety. There is good first aid coverage and staff make sure that pupils learn and play safely. The school regularly checks the premises for hazards, and improvements are

made where necessary. There are very good arrangements to help new pupils settle into school, including home visits.

19. There are very good systems for tracking pupils' progress and pupils regularly evaluate their own learning. Pupils are given very good guidance on how they can improve including targets for their learning, which are discussed with parents. Pupils who need extra help are given very good support. Teaching assistants are very well trained and provide excellent additional support for pupils' learning. Pupils get extra help with a wide range of additional programmes including booster classes, the ABC club and extra support with reading. There are very effective procedures for monitoring and supporting the progress of different groups of pupils, such as those with special educational needs. The support for pupils who speak English as an additional language is excellent. Pupils' personal development is monitored very effectively. The teachers and staff know the pupils very well. They are quick to note where pupils need extra help and they provide many opportunities for pupils to build confidence and practise their social skills. There is a wealth of expertise to support pupils with emotional and behavioural problems. Pupils are confident there is someone to turn to if they have problems, and the school takes excellent account of their views and concerns both formally and informally. An excellent feature of this provision is the contribution made by mid-day supervisors. The supervisors know the needs of the pupils very well. The attachment of supervisors to classes that they stay with year-on-year works very effectively.

Partnership with parents, other schools and the community

The school has an excellent partnership with parents. There are very good links with the community and other schools.

Main strengths and weaknesses

- The information provided for parents about the school and their children's progress is excellent.
- The school works closely with parents who support their children's education very well.
- Parents are involved very well and give good support to the school's work.
- Links with the community and other schools provide a very good range of opportunities to enrich the pupils' education and support their personal development.

Commentary

20. The school keeps parents very well informed about what is going on through weekly newsletters, notices and meetings. The prospectus and governors' annual report provide an excellent summary of the school's aims, provision and achievements. Parents are kept very well informed about what is taught and how they can help. Parents are very satisfied with the arrangements for keeping them informed about their children's progress. In particular, the teachers are readily accessible and parents feel welcome in school. This gives parents the confidence to ask questions and get involved. The reports, sent out at the end of each year, are very good and are very informative about pupils' attainment and the effort they have made.
21. The school encourages parents to raise concerns and is quick to involve them when there are problems. Parents are confident that the school takes very good account of their suggestions. There are very good procedures for introducing parents and their children to the school. Parents' evenings and the meeting for the governors' annual report are very well attended and many parents support their children at assemblies and concerts. Parents help by listening to pupils reading and by accompanying them on educational visits. The Friends of Haslemere organise social events and raise funds. The school continually looks for ways to help parents get involved, such as through workshops and the Tuesday coffee mornings. The home-school liaison parent offers extra help and advice for parents. Parents are very appreciative of this very good support.

22. There are very good links with the community. Surrey County Cricket Club, AFC Wimbledon football club, Mitcham Bulls rugby union club, Wimbledon tennis club and Le Club Francais support after-school activities very well. Pupils sing carols at the local community centre and the school works closely with Deen City Farm. The pupils visit museums, galleries and other places of historical interest. Many visitors to the school, including a poet in residence, authors, artists and historians, broaden pupils' first-hand experience and significantly raise their interest in learning. Church leaders take assemblies and pupils visit the local church and Buddhist temple. Year 3 pupils go swimming at Canons swimming pool and the 'Stagecoach' drama group uses the school on a Saturday. National Lottery and New Opportunities funding are used very well to support out-of-school care provision and activities.

23. There is a very effective partnership with other schools and good transfer arrangements to secondary schools. Pupils participate in music festivals at several venues, such as the Fairfield Halls. Many pupils take part in inter-school sports. There are particularly good links with Bishopsford secondary school for dance and physical education. Pupils represent Haslemere on the Merton Schools' Council. They take part in activities such as the Year 6 citizenship conference and the healthy schools competition. Teachers from the school share their expertise and training with other local schools very effectively as part of the school's designated Beacon status.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are very good. The governance of the school is very good. The leadership of the headteacher is excellent. The leadership and management provided by other key staff are very good.

Main strengths and weaknesses

- The headteacher, senior managers and subject leaders promote an excellent atmosphere in which everyone is valued and made to feel very special.
- Subject co-ordinators undertake their responsibilities very well.
- The management and leadership of the provision for pupils who speak English as an additional language are excellent.
- The financial management of the school is very good.

Commentary

24. The leadership and management of the school are very good and provide the basis for the school's excellent ethos and pupils' very good achievement. The commitment of the governing body and all staff to the full inclusion of all pupils, to the principles of equality of opportunity and concern for the needs of individuals is excellent.
25. Governors are very knowledgeable about the school's strengths and weaknesses and provide the headteacher and senior managers with excellent support. Governors are frequent visitors to the school and are involved fully in all aspects of the school's development planning processes and procedures to evaluate the quality of provision. The working partnerships that governors have created with subject leaders are very effective in moving the school forward, based on the philosophy that 'only the best is good enough' for the pupils of Haslemere Primary School.
26. Under the leadership of the previous headteacher, the school was awarded Beacon status. The leadership of the headteacher during this period was excellent. Many of the high quality features of the school's work evident during this period have been maintained. The leadership provided by the deputy headteacher, who is currently leading the school, is also excellent. The deputy headteacher and other senior managers inspire, motivate and influence the work of staff and pupils very effectively.
27. The leadership and management of staff with additional responsibilities, such as subject co-ordinators, are very good. Subject co-ordinators are very well informed about their subjects, provide very good support for other teachers, manage resources very well and plan very effectively for future developments and improvements. The leadership and management provided by the special educational needs co-ordination (SENCO) and the leader of the Foundation Stage are very good. The leadership and management of the provision made for pupils who speak English as an additional language are excellent.
28. The financial management of the school, provided by a very effective partnership of governors and senior managers, is very good. The day-to-day management of the school budget is very

good and the allocation of resources to supporting the school's priorities for development is shown clearly in the very good school improvement plan. Governors apply the principles of best value very well to the purchase of services and resources. The higher than usual planned carry forward shown in the school's budget is deliberate and is earmarked for further improvements to the school buildings and the continued improvement of provision for ICT. The school gives very good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1 244 938	Balance from previous year	105 728
Total expenditure	1 119 894	Balance carried forward to the next	125 044
Expenditure per pupil	2 137		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

29. Children enter the Nursery with attainment that is below that expected for their age in most areas of their learning. Children's attainment on entry, in their personal, social and emotional development and in their communication, language and literacy is well below average. The percentage of children who enter the Nursery from homes where English is not the main language spoken is well above average. Many of these children do not speak any English and others are at the very early stages of speaking English.
30. The quality of teaching in the Nursery and in the Reception classes is very good. The support provided for teachers and children by nursery nurses, teaching assistants and by other support staff is excellent. Teachers' knowledge and understanding of the Foundation Stage curriculum are excellent and the activities they provide to promote children's learning in each of the six areas of learning are very effective. There is a very good, secure area for children to learn out-of-doors and this is used very effectively by teachers and by children. This is evident in the excellent quality of teachers' planning and the way in which planning is linked to the excellent procedures to assess children's attainment and progress. Teachers and support staff undertake detailed and thorough assessments of children's attainment and progress. They use the information they gain from these assessments very effectively to plan the next stages of children's learning.
31. The management and leadership of the Foundation Stage are very good and teachers, teaching assistants and other support staff work very effectively in their teams. Arrangements for the induction of children when they begin in the Nursery and to introduce any children who start in the Nursery or the Reception classes midway through the year are very good and help children to settle in quickly. Liaison with parents is very good and parents are kept very well informed about the progress their children are making and about how they can help with any problems their children encounter in their learning. The school provides the parents of children in the Nursery and Reception classes with excellent information about how they can support their children's learning. The school has allocated a 'key worker' to each group of children in the Nursery and Reception classes and parents express great confidence about the quality of liaison with these members of staff.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teachers and support staff are very successful at helping children to become increasingly independent and mature.
- Teachers and support staff provide activities that help children to make decisions about their learning and to understand how well they are getting on.
- Children make rapid progress in their social and emotional development.

Commentary

32. Children achieve very well and are on course to attain the early goals in this area of their learning. The quality of teaching and learning is very good. In the Nursery, children settle down quickly and begin work at the start of the day, often accompanied by their parents or carers. Children in the Nursery also become increasingly good at getting dressed and undressed and at taking care of their belongings and keeping learning and play resources tidy. The organisation of the rooms in Nursery and Reception classes gives children very good

opportunities to become increasingly independent and to make decisions in each area of their learning. Children keep their own check and record the activities they have done. For children in the Reception classes this provision includes a 'must do' task to be completed each day. In Reception classes, at the end of each day, teachers build on this experience by enabling children to respond to questions about what they have learned.

33. Children are very well behaved and quickly develop the social and emotional qualities they need to cope very well with school. In the Reception classes they explore emotions and feelings, for example, 'How do you think the ugly duckling felt when he did not have any friends?' Children's learning benefits greatly from the consistent and supportive approaches used by teachers, nursery nurses and by support staff and from the very good examples they provide. Teachers are very supportive and celebrate children's successes as learners. This helps children to become increasingly confident learners.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is used very effectively to development children's speaking and listening.
- Children are enthusiastic readers and respond very well to opportunities to listen to and talk about stories.

Commentary

34. Children achieve very well. However, at the end of their Reception year, standards are still below those expected for their age. The quality of teaching and learning is very good. Children who speak English as an additional language are supported very well and achieve very well. Many children are not confident speakers, but they make very good progress as they are immersed in language activities as teachers and teaching assistants constantly reinforce the correct pronunciation and meanings of words. This aspect of provision rapidly extends children's vocabularies and enables them to gain confidence in speaking. The effective modelling of language by staff when they speak is also helping children to improve the quality of their own speaking.
35. The development of conversation and opportunities to speak are a feature of all learning activities. To this end, in one of the Reception classes, a pilot project teaching 'Sign Along', even though there are no hearing-impaired people in the class is working well as it provides children with the means to associate a physical action with a word. Children's early writing skills are promoted effectively through such activities as sequencing events through the use of pictures and adding captions to pictures. Some, higher attaining, children can recognise their own name and write it legibly. Teachers and support staff are very good at helping children to form letters and short words correctly. Children in the Reception classes enjoy the development of early reading skills. They particularly like the topic of 'Traditional Tales' and enjoy talking about the stories they know well. Reading activities are also used very effectively by staff to extend children's speaking and listening skills. Children have frequent access to a good range of books and many are well versed in finding out about topics that interest them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Opportunities to promote children's mathematics development are used very well.
- Children's understanding and use of numbers is developing very well.

Commentary

36. Children achieve very well and are on course to attain the early goals in this area of their learning. The quality of teaching and learning is very good. Children's knowledge of number is developing well through methods such as focusing on a number for the day. The ability of higher attaining children to work with numbers up to ten is developing well and opportunities for children to improve their counting skills are very good. As soon as children enter the Nursery every opportunity for them to count is used effectively, leading to rapid progress. This practice is extended very well by staff in the Reception classes. Counting and the correct use of early mathematical language are made enjoyable by teachers and teaching assistants. This ensures that children are well motivated and become increasingly confident learners. In the Reception classes children make rapid progress when they help 'Mister Wizard', the puppet, to count the eggs in an egg box. Many higher attaining children in the Reception classes recognise and name correctly simple two-dimensional shapes. Their knowledge of shape and space is developing, as is their ability to measure using non-standard units, such as toy building bricks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- There are very good opportunities for children to talk about the properties of different materials and to undertake scientific investigations.
- Children's knowledge and understanding of a wide range of cultures is developing very well.
- Very good use is made of the locality to help children understand features of the world around them.

Commentary

37. Children achieve very well and are on course to attain the early learning goals in this area of their learning. The quality of teaching and learning is very good. There are very good opportunities for children to use computers and other forms of ICT to support their learning. Often children in the Nursery and in the Reception classes use computers independently and confidently. Children are involved well in scientific investigations, such as comparing the tastes of different types of porridge. Children's knowledge of what constitutes a healthy diet and the features of a healthy life style are very good. Nursery and Reception staff provide children with very good opportunities to observe and understand the celebrations, traditions and beliefs of children from different ethnic and cultural backgrounds. The travels of 'Barnaby Bear' also enable children in the Reception classes to gain insights into what life is like in other parts of the world. Staff in the Nursery and in the Reception classes use the outdoor environment and the school grounds very well to help children to understand features of the world in their locality.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- The very good range of activities that staff provide enable children to develop their co-ordination and movement skills safely and very well.
- Very good use is made of the outdoor play area to support children's learning.

Commentary

38. Children achieve very well and are on course to attain the early learning goals in this area of their development. The quality of teaching and learning is very good. Children in the Nursery learn quickly to handle tools and implements safely and with increasing control. The very good opportunities that bring this about are continued in the Reception classes. When children play outside, using wheeled toys and climbing apparatus, they show good awareness of safety requirements and good awareness of others moving around them. Children move confidently in large spaces, such as the school hall. Children in the Nursery are introduced to such activities very soon in their school life. This helps their co-ordination and movement skills to develop very well. Children in the Reception classes show good co-ordination when they move on climbing apparatus and when they respond to the stimulus provided by the music in dance lessons.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children produce very good quality art work from a wide range of materials.
- Children respond very well to opportunities to sing and to make music.
- Children use their imaginations very well when they play.

Commentary

39. Children achieve very well and are on course to attain the early goals in this area of their learning. The quality of teaching and learning is very good. Children in the Reception classes are given very good opportunities to use a wide range of materials. They are given time to complete and evaluate tasks to their satisfaction. Teachers also encourage children, successfully, to comment on the quality of the art work they produce and the quality of the things they make. Children are also taught to appreciate the work of others and they enjoy doing this. Staff enable children to experience the use of a wide range of art materials and children use these very well. The Nursery has a construction area, featuring large wooden blocks. Children use these well to build large structures. The skills that children acquire through these activities and similar activities are also developed very well in the Reception classes.
40. Music is often used to promote a relaxed and creative atmosphere in classrooms that helps children to learn very well. Children in the Nursery and Reception classes sing very well for their ages. Songs and rhymes are used very effectively to reinforce the correct pronunciation of letters and words. Children in the Reception classes enjoy making music. They use simple instruments very well. When using percussion instruments they can beat out accurately rhythms that are very complicated for their age.
41. Children in the Nursery and the Reception classes play very well together in the role play areas and when using toys. For instance, higher attaining children sustain lengthy and sensible conversation when they pretend to use mobile telephones.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND FRENCH

English

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in speaking and listening, reading and writing are above average.
- The presentation of pupils' work and handwriting are good.
- Subject leadership is very effective and clearly focused on raising standards and improving quality.
- Teaching is very good
- Teachers give very helpful oral feedback to pupils to help them improve during lessons.
- The Study Centre is an excellent resource that is very well used to promote research skills and a love of literature.

Commentary

42. The development of communication, language and literacy skills is a key focus of the school. As a consequence, standards in all aspects, at the end of Years 2 and 6, are above average. Pupils make very good progress from Foundation Stage onwards. Inspection evidence shows that all pupils, including those from minority ethnic groups and those speaking English as an additional language, achieve very well. Pupils with special educational needs and higher attaining pupils also achieve very well. In all classes, work is carefully planned to ensure that pupils are very well supported. Teachers and teaching assistants provide challenge and excellent support for pupils across a wide range of abilities.
43. Pupils express themselves well and speak confidently to one another and to adults. Younger pupils often talk to each other using their home language as part of the overall development of communication skills. Many of the pupils enter school lacking linguistic skills and many have a limited English vocabulary. The language rich school environment enables them to progress well and many learn quickly how to communicate and make themselves understood. Throughout the school, teachers and learning support staff take care and time to explain unfamiliar words; this is backed up with impromptu action songs, rhymes and role play as a natural feature of lessons to reinforce understanding and to assist with self-expression and confidence.
44. Pupils show a great interest in and love of reading. From an early age they talk about favourite stories and the characters in them. Pupils are very clear about how they find information from books and other texts. Pupils use a good range of approaches to working out unfamiliar words and make good attempts when tackling spellings, drawing upon their knowledge of letter sounds and the sounds made by combinations of letters. Teachers are particularly imaginative in creating resources that link words and images in shared texts with ongoing work on extending pupils' vocabulary and writing skills. Throughout the school, reading material is very well chosen to match the interests of all pupils. Fiction and non-fiction texts are used very effectively to develop different styles of writing. A visiting poet provided a very effective workshop for pupils in Years 5 and 6 and teachers worked very well with him in follow up lessons. Pupils produced excellent poems showing sensitivity and sophistication in their use of imagery, vocabulary and rhythm in ascribing the characteristics of a threatening storm to a bird of prey. The stimulus appealed to boys and girls; pupils of all abilities and backgrounds related well to it, resulting in high quality work.

45. The quality of teaching and learning is very good. The high quality approaches include direct teaching of specific skills according to individual needs, and purposeful activities that reinforce pupils' understanding and give them opportunities to apply what they have learned in different situations. Planning is well focused on learning objectives and intentions, which are shared with pupils so that they know what is expected of them. Work is carefully planned to meet the needs of pupils of all abilities. Teachers and teaching assistants engage pupils in meaningful dialogue about their work, encouraging them to share their ideas and understanding with others in the class. All adults working in classes have good subject knowledge and a clear understanding of how children learn. They consistently provide very good role models in oral and written English.
46. Lessons are well paced, with opportunities for whole-class, individual and collaborative work to take place and for pupils to evaluate and reflect upon what they have learned. Pupils are enthusiastic learners and they are keen to 'have a go' and to learn from their mistakes. They co-operate well to complete tasks and take pride in presenting work clearly and neatly. Pupils acquire skills and competence in literacy through well-planned lessons and they have opportunities to practise and improve on them on a systematic basis. Teachers intervene at appropriate points to ensure that pupils maintain good progress and achieve well. The consistent reinforcement of the school's 'Can Do' philosophy is a significant factor in motivating pupils to achieve high standards. Teachers assess pupils' work accurately, showing clearly whether the learning objective has been achieved. In lessons and in books they give positive feedback to encourage pupils to do better. However, spelling and grammatical errors in the written work of older pupils in particular, are not picked up consistently and targeted for improvement.
47. Subject leadership is very efficient and effective. The co-ordinator is an Advanced Skills Teacher who works successfully with colleagues on planning, giving demonstration lessons and observing teaching. The co-ordinator provides targeted feedback and very good support for other teachers. There is continual evaluation of what has been achieved within the subject action plan and realistic, yet challenging, targets are set to raise standards even higher. Book resources and other reading matter are plentiful in classrooms. The school's Study Centre contains a very wide range of high quality resources. It is a very valuable area in which pupils learn library skills and in which research and other projects are carried out by adults and pupils.

Language and literacy across the curriculum

48. Pupils use their literacy and language skills effectively in other subjects. Literacy and subjects such as science, history, geography and religious education are planned within topics. Drama, role play and dance not only provide creative starting points for imaginative writing but also play an effective part in pupils' humanities work. Plans are in place to make further links across the curriculum to reinforce literacy skills and to extend the opportunities for writing in a wide range of styles and contexts.

French

Provision for French is **very good**.

Main strengths and weaknesses

- Pupils display very positive attitudes to learning an additional language.
- A very high proportion of teaching is conducted in French.
- The school celebrates the diverse linguistic experience of many of its pupils.
- The range of reading material for higher attaining pupils is too narrow.
- Teaching, learning and subject leadership are very good.

Commentary

49. Pupils are successfully introduced to French as a first modern foreign language at the beginning of Year 4. By the age of eleven, pupils achieve very well for their age in speaking, listening and responding. Pupils often achieve very well and pupils with special educational needs make good progress, receiving very good support from teachers and from their peers. Many pupils are bilingual and they often achieve very well, contributing very effectively to the speaking and listening components of lessons.
50. Most pupils develop increasingly good listening skills and these support their emerging speaking skills very well. Pupils' pronunciation is good, being reinforced significantly by the enthusiastic contributions of the many bilingual pupils in the school. Pupils' reading and written language skills are satisfactory by Year 6, where they copy accurately and are gaining confidence in their own early reading and writing in French. All pupils are keen to take part in speaking, listening and role-play activities, and show increasing confidence in using newly-learned phrases. Pupils concentrate very well and enjoy French lessons. They work effectively in pairs and small groups when practising new phrases, rehearsing simple sentences with increasing accuracy in dialogues, songs and games. Many of the pupils for whom English is not their first language demonstrate excellent attitudes to learning an additional language.
51. Teaching is very good. Classes are taught through a specialist teacher who has a very good overview of pupils' progress. Very good relationships between the teacher and pupils help ensure sensitivity to strengths and weaknesses in pupils' performance in speaking and listening. Lessons are conducted at a brisk pace, with high levels of challenge for pupils of all abilities. Lessons are well planned, with clear learning objectives. New words and phrases are systematically introduced and pupils are successfully encouraged to construct and use simple dialogues. The range of approaches is suitably varied, and includes use of ICT, for example to explore websites and to correspond with other children using written French. Very good teaching of key phrases and vocabulary is allied to appropriate audio and visual material. A key feature is the invaluable contribution of the teacher, a native French speaker, who provides pupils with frequently repeated models of high quality upon which they can construct their own attempts at speaking. The teacher successfully conveys to the pupils her love of the language and French culture. The subject is very well led. There is a good range of activities to provide further support for the pupils' understanding of French culture and daily life in France. Resources are good, although the provision would benefit from a wider, more challenging range of reading resources, especially for the most linguistically able pupils.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are consistently above average throughout the school.
- The very good quality of the teaching ensures that pupils achieve very well.
- The use of ICT is having a very good impact on achievement.
- Pupils' problem solving skills are very good.
- Leadership and management of the subject are very good.
- The school's collection of mathematical games helps parents support their children's learning.

Commentary

52. Pupils throughout the school, including those with special educational needs, pupils from ethnic minority backgrounds and those who speak English as an additional language, achieve very well in mathematics. Standards seen in the inspection, during lessons and in pupils' books, were above average. For example, pupils in Year 2 use basic vocabulary related to

length of time with increasing accuracy. Higher attaining pupils rapidly progress to using 24 hour clock times. Pupils estimate a period of one minute's duration with very good levels of accuracy. They use number operations accurately when solving problems, using numbers up to three digits with confidence and involving missing numbers. Throughout the school, problem solving skills are very good. This is a strength of the pupils' work in mathematics. Pupils' number and algebra skills are well above average by Year 6 when the higher attaining pupils, including gifted and talented pupils, express fractions as decimals to two and three decimal places with good levels of accuracy. They confidently round large numbers, including decimals, up and down and use specific mathematical terminology well to describe their strategies for calculation.

53. The quality of teaching and learning is very good. There are many strengths in teaching which contribute to pupils gaining new skills and understanding. Teachers have very good knowledge of mathematics and plan their lessons with clear objectives and progressions that enable pupils to learn very well. Teachers explain new strategies to solve problems very well and enhance pupils' understanding by asking them to devise their own strategies and to describe these for others while working in groups or with the whole class. Relationships are very good. Pupils are managed very well; they display very good attitudes to the subject and behave well. Teachers challenge pupils to think for themselves and to work independently from an early age. They ensure that tasks are suitable for all pupils. As a result, pupils have a very clear understanding of how well they are learning.
54. Excellent support is provided by teaching assistants, who work very effectively with individuals and small groups. For example, in a Year 6 lesson pupils used calculators to change fraction statements to decimals. Here, the support provided was sensitively judged so as to enable pupils to work independently for as much of the time as possible, without over-directing their learning, thus boosting the pupils' confidence in mathematics. Regular and effective use is made of ICT, including very good use of the school's ICT suite, data projectors and interactive interwrite boards in classrooms. This is having a very positive impact on standards and pupils' concentration and enjoyment of mathematics.
55. The subject is very well led and managed by the subject leader. Strengths and weaknesses in pupils' performance have been identified through effective monitoring and evaluation techniques, which include classroom observations, scrutiny of teachers' planning, scrutiny of pupils' work, analysis of assessments and very detailed analysis of pupils' test papers. Regular use is also made of ICT based assessments of pupils' performance, using a commercial scheme. This has included a very clear focus on the attainment of pupils from ethnic minority backgrounds and those for whom English is not their first language. As a result, planning is of a very high quality, based on clearly identified learning needs. Teachers have made significant changes to the curriculum and teaching and learning following the monitoring and evaluation procedures and these are having a positive impact on maintaining high standards in mental arithmetic and solving written problems. Detailed monitoring and evaluation have also appropriately identified shape, space and measures as areas for further improvement.
56. Staff training has been effective, reinforced by contributions from leading mathematics teachers at the school, one of whom is the subject leader. Classrooms have a good range of resources for covering the basic areas of mathematics. In particular, the subject leader has compiled a very good range of mathematics games. Pupils regularly take these home, and this process contributes significantly to increasing parental involvement in the learning process.

Mathematics across the curriculum

57. Pupils' numeracy skills are good and make a positive contribution to their learning in other subjects, notably science and ICT. There are good opportunities for pupils to use mathematical skills in other subjects. For example, links with ICT are very strong, and the

school promotes these very well. Of particular note is the very good use made of the ICT suite during the day, and outside of the main teaching times, to improve pupils' mental agility and problem solving skills in mathematics. Pupils confidently manage their own learning through this arrangement which enhances mathematical and ICT skills. In science and design and technology, pupils measure quantities and capacity, and use data effectively to support their learning. For example, in a Year 5 lesson pupils successfully plotted sunrise and sunset times on a graph to show how daylight hours shorten or lengthen during the year according to the season.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards in science are above average.
- Pupils work enthusiastically on practical investigations.
- The subject is very well led and managed.
- Achievement is very good and pupils make rapid gains in their scientific understanding.

Commentary

58. Pupils achieve very well in science, and standards are above average by the end of Years 2 and 6. The work of higher attaining pupils and gifted and talented pupils is often well above average. Pupils with special educational needs achieve well, making very good progress in their learning. Evidence from books and discussions with pupils indicate that pupils' knowledge of science, especially pupils from ethnic minority backgrounds and those who speak English as an additional language, often exceeds national expectations. They give very good explanations of the investigations they have carried out and what they have learned. For example, in a lesson where pupils were investigating what happens to muscles in the body when exercising, pupils in Year 4 clearly understood the importance of collecting data and made careful observations using appropriate equipment.
59. The quality of learning is good. Pupils work well together on practical investigations. They are very enthusiastic about the tasks they are given and concentrate well. Pupils demonstrate a clear understanding of the concepts they are learning and have enough background knowledge to allow them to access new knowledge confidently. This helps them to achieve very well and make very good gains in their learning. In Year 2, pupils enjoy carrying out investigations with electrical circuits. They are gaining a good understanding of how electrical circuits work and distinguish clearly between appliances that use mains electricity and those which require batteries to make them work.
60. The quality of teaching is good. In the lessons seen, teaching was never less than good and was sometimes very good. Teachers' questioning is very good, often leading pupils on to a higher level of thinking. Teachers' knowledge of science is generally good, and there is a close match between the challenges set for pupils and what they need to learn next. As a result, new concepts are introduced confidently to the pupils, and their learning builds successfully on what they already know. In the case of more able pupils and many of those from ethnic minority backgrounds, this often leads to rapid progress in learning. Assessment is very good; assessments based on units of work and careful analysis of the results of national tests identify strengths and weaknesses in pupils' learning. Detailed monitoring records are kept, and ICT is used successfully to track pupils' progress.
61. Leadership and management in science are very good. The very good plans for improvement initiated by the subject leader are being successfully pursued by key staff during her temporary absence. The subject leader has a very good view of the subject and staff are supported effectively. Whilst the amount of time allocated directly to science is significantly less than for

English and mathematics, the profile of this subject has been raised through visits and activities to make science fun for pupils. There are also good links with other subjects, notably English, mathematics and ICT but also art and design and geography. The school's commitment to science has also been recognised through awards gained, such as the 'Eco Schools Award', and the 'Healthy Schools Award'. Resources are good, and are enhanced by a small number of displays of pupils' work. The school's grounds include a valuable wild life area, including a pond, mature trees, rotting logs and different grasses, all of which provide good support for the study of plants and 'minibeasts'.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve very well.
- There is a strong leadership team supporting ICT development throughout the school.
- ICT is being used as a teaching tool across the curriculum.
- Teachers are using ICT well in the classroom as a means of modelling ideas and to support learning.
- Teaching assistants are making a significant contribution to learning through the use of ICT
- The school's accommodation and resources for ICT are very good.

Commentary

62. By the ages of seven (Year 2) and eleven (Year 6), standards are above those expected nationally. From their earliest years in the school, pupils quickly learn to interact positively with computers. By Year 2, they use word processing programs and use graphics applications to skilfully create pictures as part of their art work designs. By Year 6, pupils are secure in using the characteristics of word processors and graphics software to develop their work. They are becoming proficient in using presentational software to enhance their work in a range of subjects and are confident in the use of a wide range of computer tools. They are successful in navigating the Internet to find and extract information and are becoming more discriminatory in their selection.
63. In Year 1, pupils use a graphics program successfully to develop their co-ordination using a mouse. Word processing tasks are also undertaken to develop skills, including the production of labels for diagrams. In Year 2, pupils produce graphics with care and good precision to create images. By Year 3, many pupils know how to change the size of letter fonts, themselves and can open and save files confidently. In Year 4 they can enlarge, rotate and re-position images to create their own imaginative 'fish tanks' and are able to talk confidently about the images represented. Year 5 pupils have extended their skills which they can apply to create accurate plans of classrooms.
64. As they progress from year to year, pupils are beginning to know how to use some more advanced features and operations to save time. They know how to use the internet to find information, for example, in Year 6 pupils accessed information about the trumpeter and singer, Louis Armstrong, during 'Black History Week'. They then used this to create a presentation which included the use of sound and animation. By Year 6 most pupils can merge text and pictures and most can edit text on screen using different word-processing applications, and confidently create and rename files.
65. Pupils make very good progress in acquiring knowledge and developing understanding and skills, both in the subject area and in their information technology capability. Pupils with special educational needs make very good progress in relation to their prior learning, and many of them show a particular interest in this subject. Pupils from minority ethnic backgrounds and those for whom English is an additional language make very good progress.

66. Pupils' attitudes to their work are very good. They work with sustained concentration and behave very well. They explain what they are doing, and readily describe what they have learnt. A large number of pupils take part in the out-of-hours mathematics group. This provides further opportunity for them to progress independently and it provides good support for their progress in mathematics.
67. Overall, the quality of teaching is good. Teachers display a commitment to raising standards still further through the widening use of ICT. Teachers' knowledge, skills and understanding of curriculum requirements are good overall and they have a good understanding of the programs they use. Lessons are very interactive and pupils are always encouraged to evaluate their work regularly. The management of behaviour is very good. Pupils are given clear instructions, and teaching assistants support pupils very effectively. Lesson planning is accurate and appropriately provides for pupils of all abilities.
68. The school has a very good subject leadership team. They have a clear view of the priorities for improvement and have contributed to the school improvement plan well. Members of this team regularly undertake professional development themselves and organise and provide ongoing training for other staff. The school has introduced and is using a system of assessment that enables teachers to accurately assess pupils' progress. The school's accommodation and resources for ICT are very good with a fully equipped ICT suite and interwrite boards in most classrooms. These resources are being very well used by the staff.

Information and communication technology across the curriculum

69. ICT is used well to support pupils' learning in other subjects. Teachers use the interactive interwrite boards very well to support learning across a wide range of subjects. During the inspection, ICT work supported pupils' learning about position and direction in mathematics, famous people in history, art work and literacy skills in the creation of a presentation. Displays demonstrated the use of ICT in many subjects.

HUMANITIES

70. Not enough teaching was seen to make judgements about all aspects of provision or teaching for geography and history. The inspection findings for these subjects are based on a small number of lessons, the analysis of pupils' work and on discussions with pupils and teachers.
71. Inspection evidence indicates that by the end of Years 2 and 6, standards in **geography** and **history** are above average and pupils achieve very well. The leadership and management of the subject and resources to support pupils' learning are very good. Maps feature highly in the work on geography. Pupils in Years 1 and 2 plot the origins of family members on large maps of the world and follow the travels of 'Barnaby Bear'. Year 6 pupils speak confidently and articulately about their work and have retained strong understanding of work undertaken in previous years.
72. Pupils explore the use of buildings, undertake a comparison of location, and are developing knowledge of the British Isles. In addition, they are learning about distant locations such as India and Africa and are able to make comparisons about the way people live. They are able to identify items which come from these distant locations. The curriculum is enriched by events such as visits to the nearby Deen City Farm, field trips to Hooke Court in Dorset and regular use of the surrounding environment. Pupils' knowledge and understanding about the wider world is also significantly developed through events such as 'One World Week', 'Black History Week' and cooking from around the world. Children from ethnic minority groups and those for whom English is an additional language are encouraged to contribute to the knowledge and understanding of their peers by contributing information about countries their parents or grand parents may have originated from.

73. Standards at the end of Years 2 and 6, are above average and pupils achieve very well in history. There is good coverage of the programmes of study and the school is working effectively to ensure further enrichment of the curriculum and a greater emphasis on appropriate development of historical skills. As pupils progress through the school, they learn about key periods from history, such as the Greeks, the Egyptians, the Victorians and the Tudors. The curriculum is also enriched by special topics, such as 'Black History Week', when pupils found out about famous black people from the past and the contributions they had made to society. Pupils in Year 4 had been on a visit to Hampton Court and were able to describe the differences between the life of a lord and the life of a servant. Subject vocabulary is taught very well and pupils are able to use it confidently, as in the case of a small group of pupils who were able to describe aspects of the court of Henry VIII.
74. History is also used very well to extend the learning of the highest attaining pupils, with pupils undertaking special projects, such as 'The Second World War', when the pupils plan what they want to learn, assign responsibilities to particular individuals and evaluate the project as it develops. This work has resulted in some very high quality resources being developed for other pupils to use in the Study Centre. Cross-curricular links are good; pupils study Greece in geography with the Ancient Greeks being the history focus. ICT is well used to support history; an example of this being pupils making computer presentations of their research undertaken during 'One World Week'. Resources for history are very good and include a number of high quality objects of interest to support the teaching themes.

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- Leadership and management of the subject is good.
- The locally agreed syllabus for the subject is covered well.
- There is a good range of learning resources relating to world faiths.
- Pupils show sensitivity and are very respectful of the beliefs of others.

Commentary

75. Standards meet the requirements of the locally agreed syllabus. All pupils achieve very well and make good progress. They show a good level of understanding and knowledge of the key elements of the religious faiths they study. They are respectful of and sensitive towards different beliefs. They relate their own experiences to concepts and are keen to learn as much as possible. When listening to the parable of the Good Samaritan, Year 3 pupils showed genuine shock at the ill-treatment of the traveller and recognised the kindness of the Samaritan. Year 6 pupils discussed the customs and practice of Hinduism sensibly and with clear appreciation of diversity.
76. The subject leader is very knowledgeable and ensures that colleagues are well able to cover what is required within specific units of work. The subject leader has observed lessons taking place and looked at pupils' work to monitor coverage and standards, taking good actions to deal with any issues that need to be addressed. Resources to support teaching and learning are very good and managed very well. This includes very useful collections of books and objects of interest specific to each faith, which pupils care for with deep respect and reverence.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Not enough teaching was seen to make an overall judgement about provision in art and design, design and technology or music. Inspection judgements for art and design and design and technology are based on observing a small number of lessons and on the analysis of a sample of pupils' work. Inspection evidence for music is based on listening to the school choir, singing practices and on the quality of singing heard in assemblies.
78. Standards in **art and design** are above those expected for the end of Year 2 and Year 6. High standards are attained in design and appreciation of the work of established artists. Pupils' work shows that there are opportunities to use an appropriate range of materials and a suitable range of techniques is experienced. Sketchbooks, in use from Year 1 onwards show that all pupils have opportunities to draw from observation, experiment in colour, line and texture and develop and apply their skills in producing high quality pieces of work. Pupils are justifiably proud of the delightful printed duvet set made as a leaving present for the previous headteacher. Every child contributed a personal message, some using computers and digital cameras, to create a unique and memorable gift. Year 4 pupils produced a blanket, using a very specialist technique, of such high quality that it was displayed at a national exhibition.
79. Art from a wide range of cultures and historical periods is used as a source of inspiration and to develop pupils' own skills and techniques. The subject leader is extremely effective in providing guidance and ideas for colleagues. She leads discussions on the expectations for each age group and is developing portfolios of work to reflect standards achieved. The resources for art and design meet the demands of the curriculum very well. The school takes advantage of community arts events and pupils benefit from working with local artists and crafts people.
80. Achievement is very good in **design and technology**. Standards are above those expected at the end of Years 2 and 6. Pupils make very good progress in designing and making and good gains in their skills of evaluation. Pupils in all years reflect thoughtfully on what they have done. They make adaptations to their designs and consider carefully the fitness for purpose of materials. For example, Year 6 pupils are able to explain the reasons why the cams used in their moving toys were not successful for long.
81. Teachers' planning is clear and pupils are successfully encouraged to set out their plans and written work neatly. Monitoring is undertaken regularly, using photographs and samples of work. The co-ordinator organises weeks in which all the school is involved in design and technology projects based on an agreed theme. These events, such as a recent one linked to 'Black History Week', enable pupils to work through an idea to completion either individually or in collaboration with others.
82. Inspection evidence indicates that standards in **music** are above average and that pupils achieve very well. The school choir is open to pupils from all age groups, backgrounds and of all abilities. The standard of singing exceeds that expected. Pupils sing with clear diction and are sensitive to the correct levels of volume required for the songs they sing. The quality of teaching and learning in the choir is very good. Teachers expect pupils to sing songs in part and in canon. Pupils respond very well to these challenges and concentrate very well when they sing. Pupils also support each other's singing very well by playing percussion instruments to a high standard. This works very well when pupils perform songs they have composed themselves. Discussions with pupils reveal that there are good opportunities for them to compose and evaluate during class music lessons. Many pupils also benefit from the provision made through visiting music teachers. This provision includes opportunities to learn to play the clarinet, flute, guitar and a range of percussion instruments. Pupils talk with great enthusiasm about these opportunities.

83. Leadership and management of the subject are very good. The subject leader has a good impression of standards across the school, based on first hand observation, and has provided significant support and in-service training opportunities for other teachers. There is also a very good plan in place to ensure that high standards and the quality of teaching are maintained.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- Standards in dance and gymnastics are above average.
- Teaching and learning are very good and sometimes excellent.
- The leadership and management of the subject are very good.

Commentary

84. At the end of Years 2 and 6, standards are above average and pupils achieve very well. This is mainly because the quality of teaching and learning is very good. At times, particularly in dance and gymnastics, the quality of teaching is excellent. This helps pupils to make rapid and sustained progress in these aspects of the subject. Pupils from different ethnic backgrounds and those who speak English as an additional language achieve very well.
85. Pupils in Year 4 make excellent progress in dance and gymnastics. This is because teaching is excellent. Pupils perform dynamic and energetic jumping movements in gymnastics and movements that replicate the movements of animals in dance. When they do this, they are inspired by the demonstrations and supportive comments of their teacher. During these lessons, pupils' knowledge and understanding are developed very well because of the very good opportunities and guidance they have to evaluate and make suggestions for improvement to their own work and that of others. Throughout the school, teachers make good use of the well equipped hall to enable pupils to develop their co-ordination and undertake increasingly ambitious forms of movement using the gymnastics apparatus.
86. Dance is becoming a very strong feature of the subject and is taught very well. In Year 6 teachers use poetry very well to inspire pupils' dance movements. They also link dance well with other subjects, such as when pupils' dance is based on the story of Theseus and the Minotaur and linked very effectively to their study of the Ancient Greeks.
87. Standards in games are above average. Pupils in Year 3 show good passing and moving skills and good understanding of the basic tactics needed for successful attack and defence during a modified games lesson based on the principles of netball. In Year 6 pupils show good acquisition and application of skills in hockey. They also show very good attitudes to their learning, sustaining their efforts and concentration during heavy rain.
88. The leadership and management of the subject are very good. The teaching of the co-ordinator provides an excellent role model for other teachers. The school's scheme of work provides teachers with very good guidance. The quality of teaching has benefited greatly from some very good in-service courses to support the teaching of dance and gymnastics. The resources to support pupils' learning are also very good. There is a very good programme of activities to enrich pupils' learning and very good links with the community. These links include activities provided by AFC Wimbledon Association Football Club, Surrey County Cricket Club and Mitcham Bulls Rugby Union Football Club.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship (PSHE) is **very good**.

Main strengths and weaknesses

- The programme helps pupils to become sensitive and considerate towards each other.
- The provision prepares pupils very well to make a positive contribution to the community in later life.
- The programme makes a very good contribution to the school's overall provision to ensure that pupils have very good attitudes to their learning.

Commentary

89. By the end of Years 2 and 6 pupils achieve well. This is because they have very good attitudes and the quality of teaching and learning is very good. Pupils from different ethnic backgrounds and those who speak English as an additional language are included very well and achieve very well. Pupils throughout the school benefit from a weekly programme that provides them with very good opportunities that raise their awareness and enables discussion to take place about issues of personal and of world-wide interest and concern. The programme also successfully raises pupils' awareness of sex education, healthy lifestyles and of the dangers of drug and alcohol abuse. These opportunities for discussion also make a very good contribution to the development of pupils' speaking and listening skills and literacy skills.
90. Each class has a 'Worry Box' into which pupils can place notes about issues that concern them. Such issues can be discussed in confidence or shared openly with members of the class. When this happens pupils respond with great sensitivity and understanding. Lessons are typified by high levels of mutual consideration, respect and trust. This, and the excellent example that teachers and other staff set for pupils, lays the foundation for pupils' very good behaviour in lessons and around the school. Pupils hold each other in high regard and show kindness and concern for each other and for those beyond their community who are less fortunate than themselves. In a Year 5 lesson, about kindness and respect, pupils listed something that they liked and respected about each of their classmates. The comments they received made pupils very proud and made them realise how much they value each other.
91. Elements of the PSHE programme also prepare pupils very well to contribute to society in later life. Pupils learn very well about care and preservation of the environment through becoming 'Eco-worriers'. Pupils also learn very well about ways of making positive contributions to society through becoming 'Behaviour Buddies', 'Book Buddies' and members of the School Council. Leadership and management of the subject are very good. The co-ordinator ensures the programme is part of the seamless provision that ensures pupils' personal needs are recognised and supported, that pupils behave well, and that they are well prepared to take their place in the community in later life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	n/a
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
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).