

# INSPECTION REPORT

## **VICTOR SEYMOUR INFANTS SCHOOL**

Carshalton

LEA area: Sutton

Unique reference number: 102980

Headteacher: Mrs A Smith

Lead inspector: David G Collard

Dates of inspection: 18<sup>th</sup> - 20<sup>th</sup> April 2005

Inspection number: 268174

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
Number on roll:	288
School address:	Denmark Road Carshalton Surrey
Postcode:	SM5 2JE
Telephone number:	(020) 8647 9800
Fax number:	(020) 8647 3380
Appropriate authority:	The governing body
Name of chair of governors:	Mr Martin Rowlands
Date of previous inspection:	14 <sup>th</sup> June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Victor Seymour Infant School is in Carshalton, Surrey. There are 288 pupils on roll. Children start in the Nursery class at three years of age and continue to the end of Year 2. The local area includes both rented and owner-occupied accommodation. Pupils' socio-economic background is mixed.

The proportion of pupils eligible for free school meals (16.1 per cent) is in line with the national average. Only a very small number of pupils speak English as an additional language. The proportion of pupils from ethnic minority groups is lower than the national average. The proportion of pupils with special educational needs (16.9 per cent) is above the national average, but the number with statements (1.6 per cent) is broadly in line with the average. Pupils' attainment on entry is close to that expected nationally for their age but a significant minority have limited social and literacy skills.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11122	David Collard	Lead inspector	Science Information and communication technology Physical education Religious education English as an additional language
8919	John Kerr	Lay inspector	
34431	Mary Usher-Clark	Team inspector	English Art and design Design and technology Music Special educational needs
18502	Vivienne McTiffen	Team inspector	Mathematics Geography History Foundation Stage

The inspection contractor was:

Tribal Education  
1 - 4 Portland Square  
Bristol  
BS8 2RR

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school** that provides good value for money. Children enter the Nursery with standards close to those expected for their age although a significant minority have low social and literacy skills. All pupils achieve well so that by the end of Year 2 standards are in line with and often above those expected for their age. This is because the teaching and learning are good and the leadership and management are effective in bringing about continuous improvement.

#### The school's main strengths and weaknesses are:

- Pupils achieve well during their time at the school and standards are good in writing and mathematics; reading standards have fluctuated in national tests but are now improving.
- Teaching is consistently good through the school and pupils make good progress in all classes.
- Behaviour is very good and pupils enjoy learning.
- The leadership and management of the school have brought in effective changes that have continued to improve the provision within the school, and now plan to look further afield at good practice.
- A high priority is placed on providing the best opportunities for all pupils.
- More could be done to share work in the Nursery and Reception classes.

Improvement since the last inspection has been good. The issues identified have all been rectified. Standards have been substantially raised in religious education and the high priority given to structured reading programmes has helped raise these from below the national average. The quality of the provision in the Foundation Stage is now satisfactory. In addition, teaching is much more consistent and the provision in a number of subjects is good. This is ensuring that, in all subjects, pupils make at least adequate progress, and it is often better than this.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	D	C	C	C
writing	C	A	B	B
mathematics	C	B	C	B

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

**Achievement is good overall.** Children in the Nursery have average standards on entry but a number have difficulties expressing themselves clearly, mixing with other children and have under-developed literacy skills. By the end of the Reception Year the majority have achieved the expectations of the Early Learning Goals<sup>1</sup> and are well prepared for work on the National Curriculum. Through Years 1 and 2, pupils achieve well and have a good all-round ability across each subject. Standards for those in the present Year 2 are in line with those expected for their age but are above the level expected in writing and mathematics. They have achieved well during their time at the school. Whilst standards are still average in reading, they are improving and on line to be better in the national tests this year. They have improved substantially since 2002. In science, achievement is good because of the highly practical approach to lessons. Pupils did well in the 2004 national tests when measured against schools of a similar type. There has been an improvement in

<sup>1</sup> Early Learning Goals are a set of national standards, which, it is expected most children will reach by the end of the Foundation Stage. They are set out into six different areas of learning: personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development.

pupils' achievements in information and communication technology (ICT), religious education (RE), music and in art and design, which are now good. In all other subjects achievement is satisfactory. Pupils with special educational needs make good progress against their own capability, as do the small number of pupils with English as an additional language. Those with higher ability have been targeted well and also make good progress.

**Personal development is very good. Spiritual, moral, social and cultural development is good.** Pupils' attitudes and behaviour are both very good. They are proud of their school and enjoy the work they are given. Attendance is similar to the national average although a small minority of parents do not ensure their children attend school regularly. There are good opportunities for pupils to learn about their own and others' cultures. They understand their place in a society and, through the use of a school council, play an active role in bringing about change to the school environment. Spiritual development is fostered well in lessons and assemblies.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good** overall and strongest in Years 1 and 2. The shared approach to teaching and learning throughout the school is a prime reason for pupils' consistent progress year on year. Planning is thorough, teachers have high expectations about what should be achieved and try to make lessons as exciting as they can through practical, investigative and first-hand experiences. Assessment has improved through a more analytical approach to the use of data. The sharing of information between the Nursery and the Reception class is not as good as it could be, partly because of the physical distance between the two year groups, but also because the co-ordination of the key stage is relatively new. The school's curriculum is constantly being reviewed to ensure that pupils are provided with all that is needed to help them improve. The number of adults within the school is high; they are deployed well and help support any groups of pupils who may not be progressing as fast as they should. They also provide valuable support for those with higher ability and for those with English as an additional language. This ensures that the school's aim of developing the needs of all its pupils is fully met. Care, welfare and safety are of prime importance. The school uses outside agencies well. In striving to gauge how well the school is doing, it is starting to develop better links with the best schools and agencies further afield. Parents appreciate all that is done for their children and are highly supportive of the school.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher provides a strong lead to all the work of the school. She ensures that all members of the staff team are effectively deployed and that their expertise can be used to the best effect. The high level of continuing professional development is at the centre of school improvement. This ensures that the school's priorities are systematically developed and the all staff understand their part in achieving them. The headteacher is supported well by the senior management team. The governors manage the school well and are fully involved in the decision-making processes. They ensure that all statutory requirements are met. Financial management is very good.

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

This popular school is fully supported by the parents. They rightly feel that their children progress well and enjoy all the activities on offer. Pupils are equally supportive.

## **IMPROVEMENTS NEEDED**

**As identified by the school, the most important things the school should do to improve are:**

- Make the Reception and Nursery years more cohesive, both in terms of the accommodation and by more opportunities for joint planning and delivery of the curriculum.
- Ensure that standards in reading continue to improve.
- Gain an even wider perspective of best practice within other schools.

## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

The standards pupils reach by the end of Year 2 are in line with those expected for the age of the pupils. Pupils achieve well overall.

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

- Standards have improved since the last inspection and are now much more consistent across subjects.
- Pupils' standards are good in writing and mathematics.
- Pupils with special educational needs are very well supported, enabling them to do well.
- Achievement has substantially improved in RE, ICT, music and art and design.

#### **Commentary**

1. Pupils' achievement by the end of Year 2 is good. Children start in the Nursery with standards close to those expected nationally for their age, although there are a significant minority of children who have difficulties with speaking skills and in aspects of writing. The number has varied each year and has sometimes been a much more significant percentage. By the end of the Reception Year, children have achieved satisfactorily and have standards that are in line with those expected by the Early Learning Goals. Those who had problems with their personal, social and emotional development have progressed as well as others, and the provision for language and literacy means that many are able and confident speakers and listeners. Some children exceed the expectations of the Early Learning Goal for knowledge and understanding of the world. All children are prepared well for the next stage of their education in Year 1.

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

Standards in:	School results	National results
reading	15.9 (16.1)	15.8 (15.7)
writing	15.5 (16.7)	14.6 (14.6)
mathematics	16.7 (16.8)	16.2 (16.3)

*There were 89 pupils in the year group. Figures in brackets are for the previous year.*

2. Attainment in the 2004 national tests at the end of Year 2, when measured against all schools, was at the national average in reading and mathematics and above average in writing. Pupils did better in mathematics when the scores are measured against schools of a similar type. Here they were above average. In reading, the number of pupils achieving the higher grade of Level 3 was above average and represents good progress for those with higher ability. As the school has recognised, pupils do not follow the national trend because they gain higher results in writing than those in reading. As a result, the school has rightly placed a higher emphasis on the teaching of reading particularly in the Foundation Stage and Year 1 to try and remedy this situation. There are signs that in the past three years test results, whilst being more variable than those in writing, have been on an upward trend. Teacher assessments in science show that over nine in ten pupils achieve the average expected Level 2. The higher concentration on providing investigative and practical activities has resulted in better results in these aspects. As in reading, those with higher ability do well. Test results over the last five years have improved at the same rate as those nationally.
3. Standards in all subjects for those in the present Year 2 are at least in line with those expected for their age. They are above this in writing and mathematics. Reading skills are



improving since the introduction of a concentrated approach to the teaching of phonics, and early identification of problems. There is a high number of adult assistants who support small groups of pupils with a wide variety of strategies. Writing is used very well in many different subjects, giving pupils the opportunity to practise poetry, explanations, letters and descriptions. Achievement is good in speaking, listening and writing. Generally there are no significant differences between the performance of boys and girls although there has been some variability in tests. Following analysis by the school, the position is being monitored.

4. Pupils achieve well in mathematics. There are many opportunities to apply the skills that they learn in a wide variety of different situations. They quickly learn how to use their numerical knowledge and to adapt this when measuring or drawing. There are additional sessions to help improve the achievement of pupils who are having difficulty and these all help in the raising of standards.
5. Achievement is good in science because there is a very high emphasis on learning from practical and first-hand experiences. Not only do pupils build up good scientific knowledge but they are also able to think about what they are doing and so improve their understanding of many different concepts. Achievement in ICT is also good. The better use of the new computer suite, improved hardware and teachers' competence have all helped to drive up the standards.
6. Achievement in RE is now satisfactory, a good improvement from the last inspection. Pupils understand aspects of their own religion as well as a number of others. They are beginning to understand the similarities and differences between these cultures such as in celebrations, festivals and special days.
7. Pupils achieve well in art and design which was unsatisfactory at the time of the last inspection. It is used well across a range of other subjects and the quality of work on display is high. There are potentially some talented artists within the school. Progress is enhanced by some good work linking other cultures, such as Aboriginal and Maori artforms. There was less opportunity to look at physical education, design and technology, geography, history and music during the inspection but from the analysis of work completed it can be seen that in all these subjects pupils are achieving at least in line with expectations for their age.
8. Pupils with special educational needs achieve well because their needs are closely identified, they are given high levels of support and their progress is monitored regularly and carefully. The small numbers of pupils with English as an additional language and from ethnic minorities make progress in line with their peers.

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

Pupils' attitudes and behaviour is very good. The attendance is satisfactory and punctuality of the majority of pupils is good. Their spiritual, moral, social and cultural development is good overall.

### **Main strengths and weaknesses**

- Pupils' very good attitudes to learning and their responsible behaviour in class help them to achieve well.
- Relationships between pupils and between pupils and staff are very good as a result of the school's ethos and the good and calming examples set by staff.
- Pupils grow in confidence and self-esteem.
- There is a strong sense of community which nurtures pupils' social development very well.
- The school promotes high standards of behaviour, consideration for others and harmony amongst all pupils.
- The attendance of a small minority of pupils is unsatisfactory.

## Commentary

9. Pupils have very good attitudes to learning. Children in the Foundation Stage make satisfactory progress in their personal, social and emotional development. In all years, pupils listen well and are keen to contribute answers. They become more confident to add their ideas to discussions and they will ask appropriate questions if they need to. They apply themselves very well and undertake tasks with enthusiasm. They work well in pairs and small groups planning their work intelligently and learning from each other's successes. As a result, in Years 1 and 2, their work rate is high and they achieve well.
10. Standards of behaviour are very good in school and in the playgrounds, where pupils play harmoniously together. Pupils have naturally good manners and are very interested in visitors to their school. They are proud of their school and are keen to show visitors what they are doing and to discuss the best performance of their peers. As a result they have a clear knowledge of good and not so good and of right and wrong. Aggressive behaviour is rarely seen and parents confirm that when it occurs it is swiftly and fairly dealt with. There have been, of necessity, two exclusions in recent times as a result of a child's repeated aggressive behaviour. This has now been dealt with successfully.

### ***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 – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Chinese
Any other ethnic group

### ***Exclusions in the last school year***

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
137	2	0
3	0	0
6	0	0
1	0	0
4	0	0
9	0	0
3	0	0
1	0	0
1	0	0
1	0	0
1	0	0
2	0	0
1	0	0

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

11. From their early years, children are encouraged to become independent and willingly take on a range of responsibilities appropriate to their age. They keep their classrooms tidy and help in assemblies. All pupils can volunteer as 'buddies' in the playground so everybody has someone to play with. Many pupils have the chance to represent their class on the school council. Members of the council take their responsibilities seriously and have recently advised the school to appoint library monitors and to put posters in the corridors to promote better behaviour at lunchtime.
12. As pupils contribute more to the school life so they grow in confidence and self-esteem. They are encouraged to discuss intelligently how others might feel and regularly distinguish right from wrong in their discussions. In the better lessons and assemblies, pupils are given time to reflect and are encouraged in subjects and stories to marvel at the wonders and mysteries of

the world. In circle time they are encouraged to express their feelings. The friendly atmosphere, which all pupils value, results in very good social development. Staff, parents and visitors to the school help to stimulate pupils' awareness of other cultures as well as their own.

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

Authorised absence		Unauthorised absence	
School data	6.2	School data	0.0
National data	5.1	National data	0.4

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

- Attendance is satisfactory and punctuality is good. There is, however, a small minority of parents who do not insist that their children attend school regularly which has a marked effect on the overall level of attendance. In these cases the school works with the education welfare officer to encourage better attendance, with some moderate success. In addition, some parents continue to take family holidays in term time. These absences do affect the continuous learning process.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education provided by the school is good. Teaching and learning are both good. The curriculum is satisfactory. The care, welfare and safety of pupils are very good and parents generally appreciate the good procedures to support their children. There are very effective links with the local community and good links with other schools.

**Teaching and learning**

Teaching and learning are good overall; they are satisfactory in the Foundation Stage and good in Years 1 and 2. Assessment is satisfactory.

**Main strengths and weaknesses**

- Teaching ensures that all pupils make the progress that they should.
- The quality of teaching has continued to improve since the last inspection.
- Teachers use a wide variety of methods and try to ensure that lessons revolve around practical, investigative and experimental techniques that allow pupils to think for themselves.

**Commentary**

- Overall, the quality of teaching is good because it is well planned, and links well to the needs of individuals and of the class. It is strongest in Years 1 and 2, where most of the very good teaching was seen, although in all years at least one good lesson was observed during the inspection. The level of good and very good teaching is a major reason for the good progress that pupils make in their learning.

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	6 (18%)	15 (46%)	12 (36%)	0 (0%)	0 (0%)	0 (0%)

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

- Teachers have good subject knowledge. It has substantially improved in ICT, music, RE and art and design since the last inspection. In these subjects the co-ordinators have supported and assessed the needs of individuals and provided them with suggestions and improvements

to ensure there is more confidence. This has had a particularly beneficial effect on the planning of lessons which is conducted in year groups. It allows teachers to develop any areas in which they might have expertise and to help where there are any weaknesses. The quality of these weekly plans is good. It ensures a balance between practical experiences, adherence to the national guidelines for the subject and ensures that pupils are interested and motivated. This is not so strong in the Foundation Stage where the school recognises that more needs to be done to link planning between the Nursery and Reception classes.

16. Teachers expect their class to be challenged by what they are given to do. This might be through different tasks, practical activities, extra adult help or through providing suggestions for improvement. In addition, a start has been made on providing pupils with targets that they can work on to give them the next step in learning.
17. The many varied methods used in the class all help improve the quality of learning. In a literacy lesson, for instance, the teacher covered over key words and asked the pupils to guess what they might be. The pupils were eager to participate and when it came to the written work, the teacher ensured that all were aware of the need to use grammar conventions and provided a word bank with toys from the past. Visits, visitors and other stimuli are used to provide first-hand experiences and to excite and interest. These work very successfully, so that in discussion the pupils talk enthusiastically about what they are doing. They are clear about what is expected to be completed in the time they have and teachers encourage them to try their hardest. Very little time is wasted. Lessons start promptly and teachers try to keep up a pace that is suitable to the task being undertaken. In lessons that were satisfactory rather than good it was often because this fast pace and use of a variety of methods were not so well planned.
18. There are no issues with behaviour management. The high number of effective learning assistants are quick to spot any potential problems and react to these by providing positive support when it is needed. They have been very well trained in the areas for which they have responsibility. Many have been provided with extra training and are able to undertake literacy and numeracy programmes, ICT technical support and behavioural intervention. The school has planned for a high number of these extra assistants as a way of improving the achievement of all levels of ability, and this is a very good start in the workforce reform due to come into effect in September. The school is very well advanced in this area.
19. As a result of these good procedures, methods and forward planning, all pupils develop their understanding and knowledge in each subject area. Pupils work hard, always try their best and are well prepared to become more independent learners as they get older. They apply themselves very well to whatever they are set to do and happily work in pairs or small groups. They share materials, offer support and advice to each other and, although they are still quite young, become increasingly mature about their studies.
20. Pupils with special educational needs are taught well. They have tight individual education plans, are provided with high levels of support and their needs are assessed regularly. This ensures that they make the progress they should and some even manage to achieve national average levels by the time they leave the school. Similarly, those who are at an early stage of learning English are closely monitored so that they can be provided with in-school support and advice from outside specialists.
21. The sound assessment systems have improved since the last inspection. Whilst it is difficult to use data to provide comparisons between the Foundation Stage and Year 2, the school is trialling a system that is enabling them to ensure that any lack of achievement is spotted quickly so that intervention can be provided. This has had a beneficial effect on improving the quality of reading support, an area that is relatively weaker than writing. Different forms of assessment are tried in various subjects to enable an effective but manageable way of collecting and analysing the information it provides. Marking is thorough, somewhat variable but usually constructive. Helpful comments are given when a pupil has achieved a new concept. In the best cases, pupils understand what they have done, know how it can be

improved and provide the teacher with assessment information that can be used to judge the progress that has been made.

## **The curriculum**

The overall quality of the curriculum is satisfactory. There is a good range of out-of-school activities. Accommodation is good and resources are satisfactory.

## **Main strengths and weaknesses**

- The provision for pupils with special educational needs is good.
- Accommodation is good and specialised areas are used well.
- More opportunities are needed to incorporate reading into literacy lessons.
- Personal, social and health education needs to be embedded within the curriculum.

## **Commentary**

22. The curriculum meets all statutory requirements including the locally agreed syllabus for RE. Curriculum planning is well differentiated, meeting the needs of all pupils, including those of exceptional ability. It has been strengthened considerably since the last inspection, when many aspects were in need of improvement. There are good links between subjects and planning of lessons is moving towards fully integrated work around topics. There have been some special days and weeks focusing on particular subject areas. Some subjects need to be re-established, as new co-ordinators have recently taken on their responsibilities. Personal, social, health and citizenship education is an area with a new policy and a scheme of work that is being trialled at present.
23. The provision for pupils with special educational needs is good. Curricular provision is fully inclusive. Well-constructed and detailed individual education plans for pupils with special educational needs provide activities and targets appropriate to their current needs and mainly cover literacy, numeracy, and behaviour management. Their progress is carefully tracked and they achieve as well as other pupils. A comprehensive programme of intervention provides pupils with extra support from a visiting language specialist, an extra part-time teacher and some further qualified teaching assistants. They concentrate on the pupils needing extra reading and phonic development.
24. There are good opportunities for out-of-school activities. Pupils are able to have breakfast and partake in a variety of after-school activities, such as French, Spanish, ICT and dance. There is good emphasis placed on the arts. Visits by theatre companies, musicians and artists, and recent talks from a Nightingale nurse and a Divali wedding, enhance the curriculum. Recent visits have included a local park and the heritage centre, where pupils studied old toys.
25. Staff are appropriately employed, though several are new to their management roles. The school employs a generous number of teaching assistants, who provide good support within lessons and during extra intervention sessions. Many have completed further training. The satisfactory range of resources is well organised. Some subject resources are in need of review and replacement. Resources in the Nursery are looking well used and worn and, whilst this does not substantially affect the quality of learning, the school is about to embark on refurbishment. The good internal accommodation includes an ICT suite, an art room, a music room and three conservatories providing extra learning space for the Reception Year classes. The outside environment has fenced-off play areas for the Foundation Stage to access wooden agility trails including climbing apparatus and a sensory garden. There is an attractive, tree-lined, main playground with ample seating, and staggered playtimes ensure pupils have equal opportunities to access wooden agility trails and games. Garden areas are used for the curriculum but the pond area looks sadly neglected.

## **Care, guidance and support**

The school continues to make very good provision for the care, welfare and guidance of pupils. The provision for support and guidance of pupils is good. Pupils are very involved in the life of the school and their views are taken into consideration when improvements are planned.

## **Main strengths and weaknesses**

- Pupils are well cared for and they work in a secure environment.
- The school council is active and its recommendations are valued.
- Monitoring pupils' academic progress is mainly good but in some subjects pupils do not know what they have to do to improve.

## **Commentary**

26. The school provides a happy environment in which pupils can thrive. Health and safety procedures are well established and the pupils' welfare continues to command a high profile within the school. The personal, social and health programme has been completely revised and is being implemented throughout the school. This is a good progressive step. Governors and senior management conduct regular inspections of the premises and equipment. Defects are noted and swiftly dealt with. Staff are qualified to attend to pupils who are sick or injured. Records are kept, and parents informed when necessary. Child protection procedures are clear and staff know their responsibilities. Parents say that the school promotes equality between different pupils and groups and their children are treated very fairly.
27. Teachers and staff know the pupils very well. This helps them to guide their pupils if they find the work difficult. There are very good booster classes and individual learning sessions for those who need extra help. The assessment and marking procedures are helping the school understand where improvement priorities should be aimed.
28. Induction arrangements as children start school are good. The special educational needs co-ordinator is involved with pre-school visits. Due to the early identification and good intervention strategies that are in place, pupils with special educational needs achieve as well as other pupils. All pupils, including those who are recognised as having exceptional ability, have detailed individual education plans with suggested activities and targets. Parents are invited to attend a workshop showing them how to help their children at home and help is provided when it is needed for those who speak English as an additional language. There is a staged introduction to the Nursery. Parents, especially those new to the school, are very satisfied with the help they are given and the way their children are introduced to school life. There is a very well run and popular breakfast club where children of working parents are given a healthy meal and a calm and friendly start to the day. Members of the school council take their duties very seriously. Their ideas are realistic and, as they are directed for the benefit of all, the school management values their ideas and acts on the suggestions.

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

The school's links with parents are good. Links with other schools are good and those with the local community are very good.

## **Main strengths and weaknesses**

- Parents are particularly impressed with the teaching and, as a result, the good progress their children make.
- There are very good links with the community.
- The school has rightly identified the need to continue to look at best practice both within the school and in other schools.

## **Commentary**

29. Parents are satisfied with the school and the education it provides for their children. Every parent who replied to the questionnaire said their children liked the school. They also agree that the teaching is good and that therefore their children make good progress. This was confirmed by other parents during the inspection. Parents are particularly grateful to the school for providing an interesting range of after-school clubs and activities. This is exceptional for pupils of this age and makes a valuable contribution to their wider education.
30. Parents are well informed about the school and its activities. The annual report by the governing body is an impressive and readable document that covers a wide range of activities and successes. There are curricular newsletters that keep parents aware of what their children are learning. The computer-generated annual reports to parents explain what pupils have done but are not always very personal in stating how well they are progressing. Reports do not have targets, they give no levels of achievement nor do they suggest how pupils could improve their progress. There are good parents evenings to review children's work, which almost all parents attend. The school is flexible and approachable when issues need to be discussed. There are useful parent training days but times are not always suitable for working parents. The headteacher has regular parents surgeries, which are well attended.
31. The school is very well supported by parents and members of the community. Many volunteer to help with reading and other special booster classes. There are very strong links with the community through the churches and organisations within the borough. For instance, by popular demand, the organisers of the breakfast club now run one for the children who attend Camden Junior School.
32. There are strong links with feeder play schools. The induction procedures are valued by parents who feel their children are well prepared for future education. The links with other Nursery schools are rightly being extended to seek ways that will improve standards. Links with local secondary schools and colleges are strong. Pupils benefit from contact with students and trainees, both socially and from their enthusiasm and youthful ideas.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are strong. The headteacher provides very effective leadership and is well supported by senior members of staff. Management is good overall. The work of the governing body is good.

### **Main strengths and weaknesses**

- There is a strong focus on the professional development of all staff.
- The headteacher, governors and staff with management responsibilities share a common commitment to raising standards and meeting the needs of all pupils.
- Governors are well informed and have a good understanding of the school's priorities.
- Financial management is very good.

## **Commentary**

33. The headteacher leads the school very well. She is committed to allowing pupils and staff to meet their full potential by ensuring an inclusive education and providing good staff development opportunities. All members of the school community are valued. As a result, they feel fully involved. Pupils work hard in lessons and behave very well. Staff are well informed of the school's priorities and work well together to achieve them. Effective deployment means that the headteacher recognises expertise and how it can benefit provision. The appointment of new staff is a considered process.

34. Issues raised by the last inspection have been addressed and good improvement made. This is evident in the level of support offered to teaching assistants, who are effectively employed to enhance learning, especially in literacy and numeracy. Through a clear focus on what still needs to be done, the school is in a good position to continue to improve. The need to monitor progress in literacy as well as other well-selected educational priorities is outlined in the school improvement plan which contains suitably financed and manageable goals.
35. The process of performance management is well established, involving all in continuous professional development. As a result, the quality of teaching has continued to improve. Effective induction means that newly qualified teachers in the school are well supported by members of the senior management team.
36. The overall management of subject areas is good. Those who are well established in their roles monitor teaching and learning and provide valuable feedback to colleagues. This enables them to identify areas for improvement. For example, a greater emphasis on problem solving and mental calculations in mathematics is having a positive impact on raising standards. Equally, subject managers for science and ICT have a good overview of their subjects and a clear focus on how to improve provision. The subject managers for English and the Foundation Stage have yet to develop such clarity. However, the school is keen to enable them to develop their role fully by implementing plans, attending courses and visiting other schools to witness good practice elsewhere. Staff value the planning, preparation and assessment initiative that is being introduced as part of national workforce reform. The school is well advanced in preparation for its implementation in September 2005.
37. Effective leadership and management of special educational needs ensure that new teachers are supported and pupils are regularly assessed. The school's educational psychologist gives invaluable advice. The results of tests in the core subjects are carefully analysed and used to identify strengths and weaknesses in order to best meet pupils' needs. The level of achievement is tracked from the time pupils start school. In this way, there is clear identification of, and target setting for, pupils with special educational needs, including those with exceptional ability.
38. Governors are actively involved in the life of the school and its continuing improvement. They fulfil all statutory requirements. They are well informed of strengths and weaknesses and maintain good links through meetings, visits and positive relationships with the headteacher and senior management staff. The governing body is well organised and keen to involve its members in relevant training so they may fulfil their roles effectively. The quality of the governors' annual report to parents has improved since the last inspection to become a very informative and accessible document.

**Financial information for the year April 2003 to March 2004**

Income and expenditure (£)	
Total income	774,674
Total expenditure	771,758
Expenditure per pupil	2,689

Balances (£)	
Balance from previous year	2,916
Balance carried forward to the next year	68,316

39. The school's finances are very well managed by the administration and financial officer, who prudently budgets in line with school priorities. Termly reports on spending are presented to governors who adopt a policy of best value for all major purchases. They are well aware of the impact of purchases on the level of provision and wish to ensure that priorities for spending identified by the school have an impact on attainment. Approximately half of the balance carried forward to the next year has been sensibly earmarked for contingency. The rest is being used to finance buildings and resources in the coming months. Taking into account the good level of achievement of pupils, the quality of curriculum, leadership and management and the cost being lower than that nationally, the school provides good value for money.



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

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

Provision for children in the early years is satisfactory. From broadly average starting points in most areas of learning, children adequately achieve the levels expected for their age by the time they start in Year 1. Accommodation is good. The Nursery, in particular, benefits from spacious outdoor areas. The quality of resources in the Nursery, however, is not as good as that in the Reception classes. Good links with playgroups and parents mean that children are well prepared for starting Nursery. Nearly all of the children who attend the Nursery move to the Reception classes. Arrangements for this transition are adequate, although there are limited opportunities to strengthen links across the Foundation Stage by sharing accommodation, resources and staff expertise.

Better quality play areas, especially for the Reception classes, and a wider range of creative activities means that improvement since the last inspection has been good. The quality of teaching, especially by support staff, has improved. Planning and the means of tracking how well children are doing are more firmly established. However, the school has yet to develop a system that effectively provides consistency of approach across the early years. The school has rightly identified the need to more fully use the outside facilities across all areas of learning.

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

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

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

- Positive relationships allow children's social skills to grow.
- Learning areas are well organised, especially in the Reception classes.
- Children behave very well.
- Opportunities to develop children's responsibility for their own learning are not always clearly defined in the planning.

#### **Commentary**

40. From broadly average starting points, most children achieve satisfactorily and reach the expected levels by the time they are five. In the Nursery, established daily routines mean that children know what to do and what is expected. As a result, they behave very well and freely choose activities, mixing with others happily. In the Reception classes, good teaching creates well-organised areas and resources, enabling children to quickly engage in what is on offer. Friendship trees in classes emphasise the importance of being a good friend and some children are involved in special small-group sessions to help them develop social skills. As a result, children share items and relate well to each other. They behave very well in class and when they move around the school. In both the Nursery and Reception classes there is a good balance between tasks that children choose for themselves and those that are adult directed. This effectively promotes independence. However, there are no systems in place to allow children to regulate their own learning or easily enable teachers to monitor children's access to free-choice activities.

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

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

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

- Themed approaches to activities often link to stories.

- Speaking and listening have a strong focus during story time.
- Opportunities to extend language during role play are more limited.

### Commentary

41. Although children's ability on entry to the Nursery is variable, by the time they leave the Reception classes, many are able listeners and speakers. Teaching is satisfactory overall. In the Nursery, competent teaching during story time encourages children to respond to what they see in books. Children are enthralled by stories and listen very attentively. There is a focus on developing children's writing and knowledge of letter sounds. In the Reception classes, effective teaching provides opportunity for children to explore language and develop confidence to speak in front of others. A themed approach means that many activities are linked. This enables children to build up a bank of vocabulary from all areas of learning. During the inspection, Reception children were learning about minibeasts, revolving around the story of *The Hungry Caterpillar*. Children explored the language of size by comparing caterpillars; they talked about what they saw when they studied real caterpillars and listened to the story with headphones. The garden shed provided a colourful environment for children to identify insects and 'plant' flowers. However, in both the Nursery and Reception classes, children use the imaginary play areas largely unsupervised, which means there is little opportunity for the further extension of language and ideas through structured adult involvement. Writing skills develop well so that, from a range of ability on entry, by the time they leave Reception most reach the expected levels. Achievement is satisfactory. Children of all ages learn letter sounds, enjoy listening to stories and take books home on a regular basis.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Links between mathematics and other areas of learning are good.
- Use of ICT is good.
- Children benefit from focused activities that extend mathematical understanding.
- Some opportunities to develop concepts are lost.

### Commentary

42. In the Nursery, teaching is satisfactory. During the inspection, children listened to the story of *Jack and the Beanstalk*, when they considered language such as 'big', 'huge' and 'tall'. This led to a measuring activity to compare the size of blocks and build tall towers. When using the computers with an adult, children sequence events and practise counting. During free choice, children share out pizza and lay the table with the correct number of knives, forks and spoons. They explore items that float or sink. However, adult intervention during this time is limited. As a result, opportunities to extend mathematical concepts are lost. In the Reception classes, strong links are made with other areas of learning. Good teaching means that children have access to a wide range of experiences and resources. For example, during the inspection, children ordered ladybirds from the smallest to the largest and caterpillars from the shortest to the longest; used playdough to create various sized eggs; 'fished' for different lengths of string and chose insect patterns to make hats. Children selected computer software to work on symmetrical patterns and moved a programmable toy in a variety of directions. By the time they leave the Reception classes, most children reach the level expected for their age and are well prepared for the next stage of learning. They achieve satisfactorily.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### **Main strengths and weaknesses**

- There are a wide range of experiences in the Reception classes.
- Good opportunities exist for children to develop their ICT skills.

### **Commentary**

43. In the Nursery, satisfactory teaching enables children to discover the world around them. The story of *Jack and the Beanstalk* encourages children to discuss what plants need to grow. They use the garden area to plant and look at flowers. With sand and water they explore how things feel, and use tools and construction kits to see how things fit together. In the Reception classes, good teaching offers a range of activities to extend children's experiences. Early scientific understanding is nurtured through learning about the life cycle of the butterfly and observing how real caterpillars look and move. Children learn about faraway places and listen to stories from the Bible. Across the Foundation Stage, using computer software reinforces and extends learning. Children select software with confidence and work with programmable toys. Because of effective teaching, by the time children leave the Reception classes they have made a positive start in preparation for learning in Year 1. Most achieve the expected levels and some exceed them, especially in the use of technology.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

### **Main strengths and weaknesses**

- Physical development is well supported through the use of the school hall for timetabled lessons.
- Accommodation is good.
- The teaching of physical skills lacks structure.

### **Commentary**

44. In the Nursery, outdoor areas offer a range of apparatus for children to develop physical skills although they do not have spontaneous access to the outside for all aspects of learning. Lack of focus and structured physical challenge mean that learning is not extended as much as it could be. For example, during the inspection the spacious play area was fully used by the children. They negotiated the climbing frame carefully, directed hoops and played well together. However, most engaged in their own games and adult intervention was limited. This means the systematic development of skills through challenging and structured tasks is underdeveloped. In the Reception classes, the outdoor areas are more constructively used for focused teaching. Children of all ages use the school hall for physical education lessons. In one lesson, satisfactory teaching provided children with the opportunity to practise their throwing and catching skills. Children made good use of space, worked well with partners, persevered with the task and showed ability in line with that expected for their age. However, because the lesson did not focus on the direct teaching of skills, children's progress and level of success was limited. Achievement is satisfactory and most achieve the Early Learning Goals for this area.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

### **Main strengths and weaknesses**

- Improvement since the last inspection, especially in art and design, music and Reception imaginary play is good.
- Role-play areas across the early years are not consistently stimulating.

### **Commentary**

45. In the Nursery, children work together to make large class displays and outside murals. Effective teaching encourages the use of senses. They look at the sky before mixing colours to make shades of blue, and listen to music, identifying low and high tones. They play in the 'home' corner where they adopt roles and make up their own imaginary play, although these areas are insufficiently stimulating or structured to excite children's imaginations fully. In the Reception classes better quality role-play areas mean that children engage in a make-believe world. In the garden shed they wear gardening gloves and colourful wellington boots, use garden tools and 'plant' flowers. Children paint, cut, stick and make patterns. They design and make musical instruments and go to the music room for singing. Achievement is satisfactory and most are ready for their work in Year 1.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **satisfactory** overall.

### **Main strengths and weaknesses**

- The high profile focus on reading needs to continue in order to raise standards.
- Achievement in speaking, listening and writing is good.
- Various intervention programmes provide the necessary level of support.
- Teaching and learning are good overall.

### **Commentary**

46. Pupils enter the Foundation Stage with standards below those nationally expected in speaking and listening and writing. By the end of Year 2, pupils achieve standards in line with national expectations in reading and above expectations in writing. Pupils' achievement in speaking and listening and writing is good. This has been reflected in national test results.

47. In reading, an upward trend over the last three years is forecast to continue to improve this year. Reading achievement is satisfactory but has been variable in the past. Over time, boys' and girls' results have been similar. Higher attaining pupils reach a good standard.

48. Pupils needing additional literacy help are well supported and the school provides a variety of intervention strategies. Booster classes, extra literacy, specific phonics teaching, additional individual and group reading exist to support lessons. Interventions and strategies, such as paired reading, are taking time to have a full impact on standards, although there is evidence of its success in the better achievement that is being made by pupils in Years 1 and 2.

49. The quality of teaching and learning is good overall and has improved since the last inspection. Pupils are keen to work and have very good attitudes to their learning. Lesson planning is well differentiated for the lower ability and exceptional ability pupils. Good support is given by teaching assistants. Speaking and listening skills are well developed, with good emphasis placed on the use of 'talking partners' during lessons. Year 2 children know their own literacy targets and enjoy writing stories. Good strategies are used such as paired

reading in Year 2. Writing skills are well taught, but there are many missed opportunities to read together and read their own work during lessons. Spelling is generally accurate and pupils use their phonic knowledge to help them. Handwriting is well formed and joined as soon as possible in a legible cursive style. During lessons, Year 1 pupils were able to write correctly punctuated, descriptive information sentences about old toys. Older pupils shared many imaginative ideas about the school's caretaker, based on *The Jolly Witch* by Dick King Smith.

50. After several changes of co-ordinator, the new leader has been in post for just a term but is aware of the areas that need improvement. Lessons and planning are monitored and pupils are regularly assessed. A comprehensive plan to raise reading standards is in place.

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

51. Language and literacy skills are used very well across the curriculum. Computers are used for research and writing stories. In geography, pupils write letters and postcards to home and remember to use speech marks. In history, they write factual accounts of the Great Fire of London and describe old toys.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils do well in mathematics.
- Teachers give pupils opportunities to develop their skills through practical activities.
- The school has effective systems for tracking how well pupils are doing.
- Links between mathematics and other subjects are not clearly planned.

### **Commentary**

52. The school tracks pupils' progress from the time they enter the school in order to measure success and identify areas for development. As a result, there has been a greater focus on developing pupils' investigational skills and practical application of what they know. The range offered by the school's mathematics curriculum has broadened, providing good opportunity to develop pupils' knowledge, skills and understanding. This has an impact on the standards pupils achieve, which are good. There has been steady improvement over time from average standards at the time of the last inspection. These have now improved to a level above those expected for their age and achievement is good. In the national tests there has been a rise since 2002, with results for the last two years above the national average when measured against schools of a similar type.
53. The overall quality of teaching is good. Pupils' needs are clearly identified and a good level of support is offered in class. More-able pupils in Year 2 receive extra teaching in small groups in a bid to raise standards. In the best lessons, teachers are enthusiastic and make learning fun by providing practical opportunities for pupils to apply their skills. A good pace is maintained and builds upon what pupils already know. Pupils are encouraged to explain how they get their answers and apply a variety of methods. Good use is made of ICT to extend and support pupils' understanding. Pupils are involved in measuring their own success, and teaching assistants are used effectively to support pupils in activities matched to their needs.
54. In all lessons, pupils behave well and apply themselves productively. However, in lessons that are satisfactory rather than good, pupils do not make such rapid progress because they are more confused by the task or have little opportunity to apply their own initiative in the selection of resources or working methods. Praise is used effectively during lessons to let pupils know how well they are doing and their work in books is regularly marked. Targets are set for more- and less-able pupils. However, there are no systems in place to allow all pupils to be actively

involved in the setting of their own targets or to measure the level of pupils' success in applying their skills.

55. The subject is led by a competent manager who has good opportunity to monitor what is happening in classes and is instrumental in staff development.

### **Mathematics across the curriculum**

56. Work on display and in pupils' books shows that mathematics is applied across other subjects. In science, pupils use a variety of methods to sort and record their favourite foods and identify healthy ingredients. They make a tally of creatures found in the school grounds and use Carroll diagrams to sort animals into environments. In art and design and ICT, shapes are used to produce colourful patterns. There is more limited use of planned opportunities for mathematics in other subjects.

### **SCIENCE**

Provision in science is **good**.

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

- The various aspects of the subject are covered well and assessment is good.
- Teaching ensures that pupils learn well so that a significant number achieve above the level expected for their age.
- The co-ordinator has focused on developing and improving the right areas since the last inspection.

#### **Commentary**

57. Standards are in line with those expected for pupils' ages by the end of Year 2. Achievement through Years 1 and 2 is good because pupils are given many opportunities to investigate and experiment, which helps them understand the concepts that they are learning. The subject's provision has improved since the last report. Resources are now better organised and accessible and the procedures for assessment have been strengthened with the introduction of target sheets.
58. Progress in Year 1 is developed through many first-hand experiences. For instance, in a lesson on pulling and pushing, the class looked at various pictures and were able to describe and demonstrate how objects could be moved. This was followed by work in the ICT suite, which gave further opportunities to look at interactive examples that pupils could talk about. Through Year 2, pupils build on their early knowledge and, again, work centres around practical activities. They have grown cress seeds and then written about the growth patterns, they have measured hand spans and made charts and graphs. All the strands of the subject have been covered in some depth.
59. Teaching and learning are good. The joint planning is thought-out well, linking both the national guidelines and teachers' own areas of expertise. This uses time efficiently and is ensuring that parallel classes cover the same work and provide consistency through the school. A wide variety of methods are used to interest and motivate the pupils. As a result, they are excited about their science lessons and enjoy working on practical experiments. Teachers have high expectations about presentation and ensure that pupils understand the need for careful health and safety arrangements. Written work is comprehensive. As well as completing the practical investigations, pupils are expected to start by thinking about the likely outcomes and afterwards to write up their findings and make some simple conclusions. Teachers mark work regularly. They often add helpful comments that can be used for assessing the understanding of individuals. In one book the teacher praised the quantity of work that had been produced but also added *'He realised that we need light to see'*. These types of quick reference will enable the teacher to set appropriate targets and levels in the

future. As a result of the many strengths in teaching, pupils move their learning on well. The teacher assessments in 2004 were based on a secure knowledge of the pupils and showed that over 90 per cent of the year group achieved the expected Level 2 but the number of those achieving the higher Level 3 was above the national figure.

60. The curriculum is fully in place and the use of assessment is now starting to be used to identify any weaknesses in the provision and whether pupils are achieving as well as they could. Leadership of the subject is good. The co-ordinator has a clear view about what needs to be done to develop the subject further and has produced an action plan that details how this will be achieved. From her initial audit she has set about making the resources more accessible and in doing so has found where there are any shortages. A useful target sheet is being trialled at present to give teachers a better range of data prior to setting the targets for the end of Year 2. Another priority is to moderate teachers' judgements about standards more closely so that the level of consistency will improve. Assessment is still at an early stage but is now starting to influence the planning in lessons and so improve the quality of provision.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **good**.

### **Main strengths and weaknesses**

- Achievement has continued to improve since the last inspection.
- The resources for the subject have greatly improved.
- Teaching is consistently good and pupils learn well.
- ICT is linked well to other subjects.

### **Commentary**

61. The subject has continued to improve since the last inspection under the close direction of a very competent co-ordinator. Standards, and particularly achievement, have improved because the school now provides regular and well-planned lessons in the newly refurbished computer suite. The quality of teaching has improved, as all teachers are now competent and confident to provide the correct level of challenge for pupils.
62. Achievement through the school is good, with clear progress between Years 1 and 2. Standards are in line with those expected for pupils' ages by the end of Year 2 but slightly higher in Year 1. This indicates that the new developments within the subjects are starting to have an impact. Pupils enter the Infants with standards in line with those expected for six-year-olds but have quickly learnt how to use the wide variety of software on offer. They use the computers to word-process, paint and combine text and graphics. They learn that technology can be used to control the movement of toys such as a robotic 'roamer.' During Year 1 there are good examples of pupils collecting data from a traffic survey and then entering this onto a simple spreadsheet. Their literacy skills are helped by writing captions to pictures they have drawn. They are confidently able to log on using a password, can open and load programs unaided and can then produce a hard copy of their work when asked. In Year 2, pupils are writing short sentences using grammar conventions. They can manipulate graphics such as in a flow diagram, and use their understanding of computers to help them within other subjects.
63. Teaching and learning are good. Pupils enjoy their work on computers as teachers provide them with interesting and exciting tasks. Since the last inspection, teaching weaknesses have been identified and high levels of support given to those who felt less confident about teaching the subject. This is ensuring that there is consistency of approach and work that is aimed at improving skills in a sequential way. So, for instance, in Year 1, pupils are taught the basic skills of word-processing but in Year 2 work is concentrated on using different skills to improve presentation. Teachers plan common themes in each year group. This is an efficient use of

time and ensures that individual expertise can be used effectively. A wide variety of methods are used, always trying to link computer skills to relevant tasks within various subjects. The computer suite is relatively small and so classes are split to allow one half to practise. There is some variation in the quality of work that is provided for those not using the computers. This ranges from very well-linked exercises to more mediocre activities in the library area. Regular assessments take place, although the information this is providing is not yet fully analysed to help inform the co-ordinator where specific weaknesses in teaching and learning are occurring.

64. The curriculum fully covers all aspects required by national agreements, and the ratio of computers to pupils now reaches and exceeds the national average. Those situated in class bases could be used more effectively to support the work in the suite and so make technology more integral as a tool for learning. The recent introduction of interactive whiteboards has given a further impetus to ICT. Teachers using these have been pleased with the way they can help interest and motivate pupils. Their use is being closely monitored before other classes take delivery. This will ensure that best value is gained from their use.
65. The very good leadership and management of the subject have been at the core of improvement. The co-ordinator has a high level of expertise and a very clear view about how to make improvements. She has used innovative methods to improve the teaching of ICT. For instance, all teachers have produced portfolios of work to show the work in each class. The expectation was that these would be produced electronically, combining digital pictures, text and captions. By producing a clear instructional sheet, teachers who did not feel confident are now able to use a wider range of technology. In addition, there is a regular newsletter to ensure teachers know what is available and more importantly how it can be used. A technician has been employed to support teachers. This has proved beneficial since it has released the co-ordinator from the burden of sorting out any technical problems. Her time is also used effectively to support the learning of individuals. The subject development plan is comprehensive and whilst it is incorporated within the whole-school improvement plan the links between the two are not clear and the co-ordinator does not have an overview about how the developments within her own subjects link through to the overall aims of improvement.

### **Information and communication technology across the curriculum**

66. There were some good examples of linked work. In design and technology, for instance, pupils have written explanations about the methods they used to design models, and in RE used a painting program to draw repeating patterns for prayer mats. They wrote a description of a recipe for a pizza. There are good links to mathematics using programmable toys, simple spreadsheets and two-dimensional shapes. Word-processing is used to support English. More could be done to incorporate the use of computers as an everyday part of class lessons where computers are not used as regularly.

### **HUMANITIES**

Geography and history were sampled. RE was inspected in full.

#### **Geography**

67. In geography, one lesson was seen. This, together with photographic evidence and work on display and in pupils' books, indicates that there is a good emphasis on developing pupils' knowledge, skills and understanding. Year 1 pupils become familiar with the immediate school surroundings. They use simple maps to locate the pond, paths and where plants grow. They study and count local traffic. Good links with other subjects reinforces pupils' understanding. For example, when Year 2 children were learning about Jamaica they applied literacy skills to create poems and write letters describing the differences between home and Jamaica. They wrote recipes for fruit drinks which they presented using a presentation program during their ICT lesson. They used their artistic skills to draw exotic fruits and create Jamaican



landscapes. In a lesson on European countries they applied questioning skills to find out more about pictures they were given. Achievement is at least satisfactory.

## History

68. Provision in history is effectively enriched by visitors and first-hand experiences. When learning about Florence Nightingale, pupils met a nurse who helped them to distinguish between nursing today and in the past. They dressed up in uniform, used stethoscopes and smelt mustard and a vapour rub. Learning about the Great Fire of London led to a pupil presenting items belonging to his grandfather who is a firefighter. Younger pupils learn to identify old and new objects and contribute well to class displays. All pupils make at least satisfactory progress.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- Standards, achievement and teaching have all been improved since the last inspection.
- Teachers follow the requirements of the locally agreed syllabus well.
- The co-ordinator, in conjunction with local advisory support and with the help of the headteacher, has raised the competence and confidence of teachers.

## Commentary

69. Standards in RE are in line with those expected within Sutton's locally agreed syllabus. This is an improvement since the last inspection when they were not high enough because the subject had too low a profile. The achievement of pupils is now satisfactory.
70. Pupils learn about Christianity and some other religions. This starts in the Foundation Stage and continues through Years 1 and 2. They have additional opportunities to consolidate their learning during assemblies and through topics such as a recent celebration of Commonwealth Day. From a scrutiny of pupils' work it is clear that lessons are conducted regularly, giving pupils the opportunity to discuss subjects such as Judaism. They then use drawings and written description to develop their understanding. There are examples of prayers, diagrams, prayer maps drawn using a computer program and a study about the similarities and differences between their own religions and those of others. They also learn Bible stories such as 'Jesus at the Temple' and how other religions have different ways of celebrating significant festivals.
71. Only one lesson was seen during the inspection but it was conducted satisfactorily, taking good account of the need to plan work linked to that in the agreed syllabus. From pupils' books this strength is consistently applied through the school. Year groups plan together and this ensures that all pupils receive similar experiences. Useful advice has been gained from the local advisor to successfully improve the provision and to raise the quality of teaching. A number of teachers have previously been RE co-ordinator and this provides good insight into how to provide the best opportunities.
72. Leadership of the subject has improved and is now good. A cross-curricular approach has been adopted following training on 'Creativity in RE'. Some adjustments have subsequently been made to the timetable to allow for more concentrated teaching. Monitoring of planning, an analysis of pupils' work and evaluations of teaching have all taken place and the feedback from these has enabled teachers to have more confidence in what they are doing. The success of the procedures adopted can be seen in the number of pupils who now say they enjoy their RE lessons.

73. There is insufficient evidence to make secure judgements on the quality of provision or the standards pupils reach in geography and history.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Design and technology, music and physical education were sampled. Art and design was inspected in full.

### **Design and technology**

74. A scrutiny of pupils' work folders and photographic evidence shows that there is good coverage of design and technology. Satisfactory standards are attained; pupils use a wide range of tools and materials and different joining techniques to good effect. During a design and technology day, Year 1 pupils made moving butterflies and seesaws. Year 2 pupils designed, completed and evaluated puppets. In food technology, pupils have designed and made breakfast, vegetable soup and fruit salad.

### **Music**

75. There have been good improvements in music since the last inspection. The school now follows a commercial scheme of work, and a visiting music specialist takes planned lessons. However, the subject is yet to be monitored. During the inspection, one music lesson was seen; from this and other evidence, music is now enjoying a higher profile throughout the school. During the lesson, Year 1 pupils were able to identify different instruments and explore how instruments can be played. Older pupils know about dynamics and how sounds can be quiet or loud, high or low. Music is well resourced and lessons are taught in the dedicated music room.

### **Physical education**

76. Physical education has continued to be provided for well. Only one lesson was seen, where pupils were learning ball control. They did very well, showing that they could work together and enjoy physical activity. The class was careful to make sure that they did not become too excited, and when dribbling the ball managed to keep it close to their body. Children say that they like their physical education lessons and look forward to them. These are generally conducted on a regular basis although some parents said this was not always the case. No pupils mentioned this when asked. Planning takes good account of health and safety requirements and about teaching the pupils about healthy lifestyles. The co-ordinator provides a good role model for teaching and has supported other staff in developing their lessons.

### **Art and design**

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

### **Main strengths and weaknesses**

- Teachers are enthusiastic and pupils achieve well.
- Good use of art and design enhances other curriculum areas.
- Co-ordinator has helped to raise the profile of art and design throughout the school.

### **Commentary**

77. Since the last inspection, when art and design was judged unsatisfactory, very good improvements have been made. The subject is used well throughout the curriculum and a satisfactory standard of work is reached. Progression through different skills and techniques is now clear and a good range of materials and tools are used. Pupils use their sketchbooks to

practise different techniques and achieve well. Year 1 pupils mix skin tones for their own self-portraits, and older pupils investigate the lives of, and paint in the style of, Picasso and Van Gogh. They model figures in clay, and produce good quality observational drawings and attractive prints.

78. Art and design is used well to enhance geography, Boomerangs using aborigine patterning, Maori masks and Jamaican seascapes using wax resist and colour wash and silhouettes are all on display.
79. The quality of teaching and learning seen was good. During the lessons, younger pupils printed toys carefully using construction bricks and lolly sticks. Other pupils drew their toys confidently using fine felt-tip pens. Older pupils successfully used chalk to draw their cats in the style of the artist Michael Foreman. All pupils took time to develop their work and were aware of the use of colour, pattern, line and tone.
80. During a recent visit to the school by an artist in residence, the pupils had designed and made two attractive wall murals for the play areas outside. Pupils took digital photographs and enlarged them with an epidiascope, purchased recently. They then painted the figures onto a background using materials suitable to be displayed outside.
81. The enthusiastic co-ordinator has worked hard to raise standards. Working closely with the school's art and design adviser, a new art and design policy and scheme of work now provides a clear, progressive framework of knowledge and skills.

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

82. Pupils develop their social and personal skills well. This is because the school ensures that its procedures and systems relate to all subjects. Pupils learn about healthy lifestyles, and how to improve their fitness through diet and exercise. They are given simple but effective information about drugs awareness. Health and safety are of prime importance. The school respects the views of its pupils and works very hard to make them feel part of its community. They are taught how to work together in harmony and to have respect for each other. Personal development is strong. Although they are still young the pupils take a pride in their school and are given ways to help them understand how to become tolerant members of society.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3

Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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