

Alexandra House
33 Kingsway
London
WC2B 6SE

T 08456 404040
F 020 7421 6855
www.ofsted.gov.uk



16 July 2008

Mrs B Chevis
Acting Headteacher
Green Lane Primary and Nursery
School
Green Lane
Worcester Park
Surrey
KT4 8AS

Dear Mrs Chevis

Ofsted 2007-08 subject survey inspection programme: mathematics

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 11 July 2008 to look at work in mathematics.

As outlined in our initial letter, as well as looking at key areas of the subject, the visit had a particular focus on the effectiveness of the school's approaches to improving the quality of teaching and learning in mathematics.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included interviews with staff and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of parts of five lessons.

The overall effectiveness of the subject, mathematics, was judged to be satisfactory.

Achievement and standards

Achievement in mathematics is satisfactory. Standards are below average in Year 6.

- Pupils make satisfactory, and in some cases good, progress to reach average standards in the Foundation Stage and Key Stage 1.
- Standards in the Year 6 national tests have been erratic over the past five years, ranging from above average to well below average. The school has suffered significant disruption to staffing, including senior management, which has hampered its capacity for improvement. Standards are now steadily rising in Years 3 to 6 in response to improvements in teaching and learning, but the school is still striving to eradicate past underachievement amongst older pupils.

- Some pupils in Years 5 and 6 are now making good progress but progress in Year 4 has been slowed by the recent high turnover of teachers.
- Pupils enjoy mathematics and are keen to learn. They tackle problems with enthusiasm and work well both independently and collaboratively.

Quality of teaching and learning of mathematics

The quality of teaching and learning of mathematics is satisfactory.

- There is a growing proportion of good teaching, but this is not yet consistent across all classes.
- In the good lessons, teachers move learning along at a brisk pace and devise activities that challenge pupils at different stages of learning. In other lessons, the planned tasks are not always matched well enough to pupils' needs and do not build effectively on their previous learning.
- Teachers encourage pupils to use correct mathematical language but do not always ask pupils to explain their methods or reasoning in sufficient depth.
- Tasks engage pupils in active, practical learning in familiar everyday contexts. Pupils enjoy and can relate to these.
- Teachers do not always explain clearly enough what pupils are expected to learn in a lesson or check how well they have understood the purpose of the lesson. As a result, pupils are not involved well enough in assessing their own progress.
- Some teachers lack confidence in making accurate assessments of pupils' attainment against the requirements of the National Curriculum. This makes it difficult for senior managers to check that all pupils are making the progress they should.
- Each pupil has individual and group targets to work towards. Pupils know their targets and are beginning to use them effectively to improve their work.
- Teaching assistants are well-briefed and provide effective support for pupils with learning difficulties and/or disabilities.

Quality of the mathematics curriculum

The quality of the mathematics curriculum is satisfactory.

- The development of the curriculum has been interrupted by the recent high turnover of staff. Revised curricular planning is being implemented and reviewed as the year progresses.
- Planning includes some good links with other subjects, such as data handling in science and measurement in design and technology. There is room for further development of information and communication technology as a tool for pupils to use to support their learning in mathematics.
- Problem-solving and investigative activities are integral to weekly planning and enable pupils to apply newly acquired skills and knowledge in a variety of situations. However, there is an over-reliance on filling in worksheets in some classes.
- There is good provision for the most able pupils through extension groups and good one-to-one support for pupils with specific learning difficulties.
- A successful 'Maths Week' raised the profile of the subject throughout the school and involved parents well through workshops designed to enable them to support their children's learning at home.

Leadership and management of mathematics

The leadership and management of mathematics are satisfactory.

- The recently appointed acting headteacher and deputy headteacher have done much to restore staff morale and a sense of stability following a period of significant turbulence. They quickly diagnosed the reasons for the dip in standards in mathematics and worked closely with staff and the local authority to improve the quality of provision for all pupils.
- Mathematics has been a main area of focus for the school over the past year. There are sound systems for checking teachers' planning and evaluating the quality of teaching and learning. These are leading to steady improvements in quality but are not yet ensuring consistently good teaching for all pupils.
- Senior managers have introduced appropriate procedures for monitoring pupils' progress. However, the school does not yet have reliable information about pupils' attainment on entry to the Nursery against which to measure each pupil's progress.
- The subject leader has provided useful training for staff and has monitored the quality of the learning environment in classrooms, providing helpful guidance for teachers on how to make more effective use of displays. She has also held valuable discussions with pupils to ascertain their views about mathematics.
- These initiatives have not yet been in place long enough to have a marked impact on raising standards, although there are many positive signs.

Subject issue: the effectiveness of the school's approaches to improving the quality of teaching and learning in mathematics

- Until recently, staff had very few opportunities for professional development in mathematics. During the current school year, all have had training in new initiatives.
- The local authority's advisers and consultants have provided helpful support and training and some teachers have visited other schools to observe good practice. The school has provided good training opportunities for support staff.
- Teachers and teaching assistants who attend courses evaluate the impact of these and pass on important information to colleagues.
- Senior managers have introduced new initiatives at a suitable pace and provided good support for all staff in implementing them.

Areas for improvement, which we discussed, included:

- improving the quality of teaching so that it promotes consistently good progress for all pupils
- ensuring that all lessons build effectively on pupils' previous learning and involve pupils in evaluating their own progress
- improving the reliability of teachers' assessments and using these to track pupils' progress from term to term in order to identify early signs of underachievement.

I hope these observations are useful as you continue to develop mathematics in the school.

As explained in our previous letter, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Carole Skinner
Additional Inspector