

INSPECTION REPORT

CYPRESS JUNIOR SCHOOL

South Norwood, London

LEA area: Croydon

Unique reference number: 101714

Headteacher: Mr John White

Lead inspector: June Punnett

Dates of inspection: 15–17 September 2003

Inspection number: 255943

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll:	350
School address:	Cypress Road South Norwood London
Postcode:	SE25 4AU
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Fax number:	020 865 89225
Appropriate authority:	Local Education Authority
Name of chair of governors:	Ayesha Barnaby
Date of previous inspection:	14/09/1998

CHARACTERISTICS OF THE SCHOOL

Cypress Junior School caters for pupils aged between seven and eleven. It is situated in the London Borough of Croydon, in an area of both rented and private housing. For the past two years, there have been many staff changes. Many pupils come from the infants' school, although the mobility of pupils is high. During the past few years the school has expanded from a two-form to a three-form entry school. Altogether there are 350 pupils on roll, organised into 12 classes. The school is larger than other primary schools, and the percentage of pupils known to be eligible for free school meals is similar to the national average. The percentage of pupils speaking English as an additional language is high and a few are at an early stage of acquiring English. The percentage of pupils identified as having special educational needs, 33 per cent, is above the national average. The percentage of pupils with statements of special educational needs is similar to the national average. Pupils' attainment on entry to the school is average this year, although it does vary from year to year. Last year the school gained the Investors in People award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17826	June Punnett	Lead inspector	Art and design Music Religious education
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32327	Sue Alton	Team inspector	Science Special educational needs
22058	Christine Richardson	Team inspector	English Geography History Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. It is a caring community where all staff and pupils are valued whatever their background. In spite of high pupil mobility, pupils achieve well because their attitudes to work are good. The very good systems put in place by the headteacher to monitor the school's performance, the high quality of the relationships with parents and the local community, and the economic cost per pupil mean that **this school provides good value for money.**

The school's main strengths and weaknesses are:

- This is a very inclusive school and the high quality of relationships within it promotes a very good atmosphere in which to learn.
- The headteacher's leadership is very good and team-working is a strength.
- Lesson planning and teaching, designed to meet the needs of *all* pupils in a class, whatever their abilities and aptitudes, is not reliably effective.
- The curriculum meets the needs of pupils very well and there is an outstanding range of extra-curricular activities.
- Many pupils achieve well, according to their abilities, but some do not understand how they could improve their work further.
- The school works effectively with parents, who value it highly and provide good support for their children's work.

The effectiveness of the school is broadly similar to that reported at the time of the last inspection in September 1998. All the key issues identified then have been addressed well and provision for information and communication technology has been greatly improved. However, overall standards in English, mathematics and science have been static and have not improved at the rate achieved by schools nationally over the last five years.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	C	D	C
mathematics	D	D	D	C
science	C	D	D	C

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

Pupils achieve well during their time at the school. In relation to their prior attainment, pupils' achieve what is expected and those pupils who arrive at school during the academic year start to learn quickly so that they achieve well too. Standards in English, mathematics and science are all below the national average in Year 6, but similar to those in schools where a similar proportion of pupils are eligible for free school meals. High pupil mobility, which means that many in Year 6 have not been at Cypress throughout their junior years, has a depressing effect on the average standards measured in National Curriculum tests, even though pupils as individuals achieve well given their standards when they join the school. Boys and girls and pupils from all ethnic groups achieve equally well.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good. Attitudes to work and pupils' behaviour are good. Their attendance is satisfactory but there is some unpunctuality and arrangements for following up unexplained absences are not tight.

QUALITY OF EDUCATION

The quality of education provided by the school is good. There is some very good teaching, especially in Years 5 and 6, and the **overall quality of teaching is satisfactory.** Lessons are planned carefully but there too many cases where this planning fails to take account of the full range of pupils in the class, so that those with high ability are not sufficiently extended and those who learn slowly are sometimes unsupported. This slows learning, especially of pupils who do not fall towards the middle of the ability range. However, the school has good assessment procedures and so is in a good position to improve the way that teaching is matched to individual pupils.

The school provides its pupils with a very good curriculum, well suited to their needs. There is an excellent selection of extra-curricular activities which contribute to pupils' successes in sport, music and personal development. The school cares for its pupils very well. It works well with parents and has very productive links with other schools and its local community, all of which benefit its pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher's leadership is very good and he is well supported by other staff members who provide good leadership in their areas of responsibility. Governors have a good grasp of their responsibilities and the school's governance is good. All statutory requirements are met. Management of the school is good. Finances are well managed and the principles of best value are applied when considering purchases. The monitoring of the school's performance is well planned and pupils' progress is meticulously analysed. Realistic targets are set for improvement. The monitoring of teaching and learning by the headteacher is good and is having a strong impact on raising standards and improving the quality of teaching.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive about the school; they have a sense of belonging to a school community. They like the school's high expectations for behaviour and academic work, and their children enjoy coming to school. Parents think the school is well led and managed and that teaching is good. The inspection team agrees with the positive views of parents. Pupils confirmed to inspectors that they like the school. They are happy to take responsibility, especially through the school council, and feel secure.

IMPROVEMENTS NEEDED

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

- Improve lesson planning, in all subjects, so that it meets the needs of *all* pupils (those who speak English as an additional language, the gifted and talented pupils, and those with special educational needs).
- Define more clearly the role of supporting adults in lessons so as to make better use of them.
- Review the role of the special educational needs co-ordinator in managing special needs.
- Ensure that pupils understand what they have to do in order to improve their work.
- Improve the school's arrangements for 'first day contact' when a pupil is absent for unknown reasons.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects.

Pupils' achievement is good. Standards in all the core subjects reflect the abilities of the pupils, and show that pupils make good overall progress in their learning. There are variations in standards from year to year, depending on pupils' attainment when they join the school and the level of mobility.

Main strengths and weaknesses

- Pupils achieve well in all subjects.
- Good provision in English, mathematics and science ensures that pupils have enriching experiences.
- The quality of co-ordinator leadership in the core subjects means that pupils' progress is assessed and tracked very well, which has a positive impact on their achievement.

Commentary

1. Standards in many subjects have been maintained since the last inspection even though the rate of pupil mobility is now higher. Standards in English, mathematics and science in the 2003 national tests were not as high as those in the 2002 national tests. This was a particularly challenging Year 6 with high mobility and many pupils with special educational needs. The results reflected pupils' abilities. National comparisons are not yet available for 2003. Standards seen during the inspection are close to the national averages.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	25.8 (26.9)	27.0 (27.0)
mathematics	26.2 (25.4)	26.7 (26.6)
science	27.5 (27.3)	28.3 (28.3)

There were 88 pupils in the year group. Figures in brackets are for the previous year

2. The trend in the school's average National Curriculum test points for all core subjects was below the national trend. When compared with similar schools, standards are average, but when compared with all school standards are below average. The mobility in this school is high, about 20 per cent, and in one current Year 6 class it is 38 per cent. This means that the assessment of pupils' levels of attainment is crucial to managing their progress. The school has already identified specific groups of pupils who tend to achieve less well than others. Usually these are pupils who arrive unexpectedly from other places, with or without accompanying data. These pupils receive good quality support and some achieve well by the end of Year 6. Pupils with special educational needs receive good support within their classrooms and this promotes their achievement. Those pupils who speak English as an additional language are assessed very quickly, although some lesson planning for these groups of pupils could be improved. More able pupils achieve well but achieve very well if lessons offer them more challenge. The assessment and tracking of pupils is a strength of the school and informs most pupil-groupings well.
3. Pupils achieve well in music because a range of skills is taught well by enthusiastic staff. The curriculum enrichment in music is excellent and the separate music room provides good opportunities for experimentation in music. The subject is led by a knowledgeable and skilled

co-ordinator who promotes high expectations and this enthuses the pupils and helps them to succeed.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Their spiritual and moral development is also very good. Pupils' attendance is satisfactory, but their punctuality is unsatisfactory. Apart from pupils' punctuality, the quality of all the above aspects have improved, or at least been maintained, since the last inspection.

Main strengths and weaknesses

- Pupils love coming to the school and like taking part in the wide range of extra-curricular activities provided by the school.
- Pupils behave very well both in the classroom and around the school. They are willing to be enterprising and take responsibility.
- The school promotes good relationships within the school, including racial harmony, and deals effectively with all forms of harassment.
- Relationships across the school are very good
- Overall the school makes very good provision for pupils' spiritual, moral, social and cultural development.
- The school does not have sufficiently secure arrangements in place to follow up unexplained absences, such as a first day contact policy.

Commentary

4. When pupils arrive in the morning they greet their friends and teachers and quickly get down to work. They play well together at break-time and enjoy taking part in the very wide range of extra-curricular activities provided by the school. Many of these take place after school through the newly formed after-school club, as well as at lunchtime. Pupils clearly like the school. For example a Year 6 pupil, when interviewed said she 'liked the teaching facilities' and another pupil in Year 4 told an inspector: 'It's a wonderful school'.
5. Behaviour is good in the playground, in the classroom and around the school. Pupils are polite and courteous, holding doors open for adults and each other. There were very few instances of inappropriate behaviour in the classroom, which interfered with others' learning. At the parents' meeting it was suggested that behaviour in the playground was a bit boisterous. However, this is not excessive and reaches the level expected from junior boys and girls. Relationships across the school are very good both between pupils and between pupils and staff. Pupils show confidence and have high self-esteem and the school instils in them a desire to learn, both in the classroom and in the after-school clubs. Exclusions were fewer last year than at the previous inspection, even though Year 6 was a difficult one.
6. Pupils are happy to help around the school and like to take responsibility, particularly through the School Council, where they put forward suggestions to improve the school. Racial harmony throughout the school is very good. The school has high expectations of pupils' conduct and the behaviour policy is implemented wisely. Where inappropriate behaviour occurs, it is dealt with promptly and effectively. The racial incident book shows that there are occasional name-calling incidents, which are dealt with appropriately. Where necessary, the school involves parents if the incident is serious. The result is a happy school.
7. The school's provision for pupils' spiritual, moral, social and cultural development is very good overall. Pupils have good opportunities to reflect in a quiet area in the playground and in indoor areas such as that adjacent to a large fish tank. Apart from this, spiritual development is also supported through the school's assemblies and an extra-curricular Bible Club as well as through music. The moral, social and cultural provision is very good, being a part of the

school's ethos and the cultural provision particularly is emphasised through the multi-ethnic nature of the school. For example, parents from non-white backgrounds see the school as one which is particularly supportive of their children.

8. Attendance in the previous reporting year was in line with the national average. Evidence shows that unauthorised absences were up last year, but this is largely due to a single pupil, who moved away. It took a long time for the Local Education Authority (LEA), rightly, to confirm whether or not the pupil should remain on the school roll. The school takes appropriate action to promote good attendance and, in co-operation with the education welfare officer, has been able to improve the attendance of a number of school refusers. The attendance pattern of the small number of poor attenders adversely affects these pupils' achievement. However, the school is not pro-active in following up un-notified absences, and does not operate a first day contact policy. Too many pupils arrive late in the morning and the school only sends letters out after five late arrivals.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.7
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.5

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	141	2	
White – Irish	1		
White – any other White background	11		
Mixed – White and Black Caribbean	17		
Mixed – White and Black African	4		
Mixed – White and Asian	5		
Mixed – any other mixed background	12		
Asian or Asian British – Indian	7		
Asian or Asian British – Pakistani	6		
Asian or Asian British – Bangladeshi	2		
Asian or Asian British – any other Asian background	3		
Black or Black British – Caribbean	82	2	
Black or Black British – African	22		
Black or Black British – any other Black background	26		
Chinese	1		
Any other ethnic group	0		1
No ethnic group recorded	10		

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 provided by the school is good. The curriculum is very good and the extra-curricular opportunities are outstanding. Teaching is satisfactory overall, but lesson planning does not always cover the needs of the full range of pupils in a class so learning, overall, is satisfactory too. Assessment of pupils' standards and progress is good. Accommodation and resources are good. The school provides a good standard of care for its pupils. It has good and productive relations with parents.

Teaching and learning

Teaching and learning are satisfactory overall. The assessment of pupils' work is good.

Main strengths and weaknesses

- Teachers generally manage their classrooms well, engaging and encouraging their pupils.
- All pupils are effectively included in lessons but there is sometimes a lack of challenge for the most able of them.
- Homework is used well to reinforce or extend learning.
- Assessment procedures are good in English, mathematics and science and help pupils to achieve well.
- In one lesson in ten, the teacher's expectations are too low, there is a lack of clarity about learning objectives and some pupils are unsure what to do.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3(7%)	14(33%)	21(49%)	5(11%)	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.

Commentary

9. The teaching of English and mathematics is satisfactory overall and the teaching of literacy and numeracy is satisfactory in all classes. Most teachers have a sound understanding of the subjects they teach and use this well to extend the learning of pupils. The more experienced teachers manage behaviour well so pupils can listen and learn. Overall, the staff are good role models for pupils and build up their self-esteem so that they feel confident. This helps them to do their best and learn well.
10. Homework is used well to support learning and usefully builds on how pupils need to improve their work. The use of assessment is a strength of the teaching, especially in English, mathematics and science. In other subjects co-ordinators have action plans for the development of assessment strategies which are not yet firmly in place. Lesson planning is variable in quality. Where it is good it takes account of the varying needs of all groups of pupils, including the more able. However, there are examples where the planning fails to differentiate between the needs of different groups of pupils, and/or fails to make clear how classroom assistants need to be deployed in order to make the greatest impact. Pupils with special educational needs are taught well and receive sensitive support from their classroom assistants, enabling them to make valued contributions to lessons. The quality of teaching for pupils who speak English as an additional language is satisfactory and helps to develop their confidence.

11. The quality of the pupils' learning and progress reflects the quality of teaching and is satisfactory across the school. Strengths in learning include the way the pupils take turns and use equipment effectively and the enthusiasm with which they take part in lessons and answer questions when they are motivated by the teaching. In the majority of lessons, where pupils' behaviour is well managed, pupils have the opportunity to listen and learn. Pupils who speak English as an additional language make satisfactory progress in their learning, helped by the support from adults in the class.
12. Although the systems put in place by the school give good information about pupils' progress, pupils have few, if any, opportunities to evaluate their own work. They often are aware what they need to do in order to improve their work. Marking of pupils' work does not always give pupils this information.
13. The school works hard to be fully inclusive. It does not give up on pupils, working with families to keep poorly behaved pupils in school. Teachers and support staff receive training together so that they give a consistent message. Staff treat and value pupils as individuals. They track their behaviour and attendance and give praise when pupils improve, and plan timely interventions when they do not.

The curriculum

The curriculum is very good and there is an excellent range of extra-curricular opportunities for enrichment. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum covers all the requirements of the National Curriculum for Key Stage 2, including the locally Agreed Syllabus for religious education and collective worship.
- The curriculum is well matched to the needs of the pupils.
- The school environment, display and extra-curricular activities provide excellent enrichment to the curriculum and help pupils to achieve well.
- The curriculum is developed through innovative practice by the imaginative use of the timetable.
- The curriculum provides well for pupils with special educational needs, and enables them to achieve as well as they are able.

Commentary

14. An imaginative curriculum is beginning to have a positive effect on pupils' learning. Key improvements since the last inspection on the school timetable, the environment, and additional resources, particularly in information and communication technology (ICT), are enabling pupils to achieve at a higher level and to develop their capabilities. The developments have had an impact on standards in English and ICT and will help to raise standards in mathematics by the end of the year.
15. The curriculum is reviewed regularly and updated to take account of new developments. The new technology room will enable subjects such as science, art and design technology to have a more practical basis. Subjects are well linked appropriately to enhance learning such as applying literacy and mathematics across the curriculum. Data handling is used in science, with further analysis of the data on the computers. Pupils in Year 6 write graphically on how they would make bomb shelters based on their history work on World War II.
16. The school provides a rich and varied programme of experiences for all pupils. They respond positively and respect and nurture their environment. For example, the creative seascape setting provides a calm, serene atmosphere for pupils engaged in their computer 'Successmaker' program. The fish tank creates a mood for reflection, whilst the treasure chest provides excitement and mystery.

17. Visits by a wide range of enthusiasts are well established and beneficial. Unusual examples are the Bible club organised by a parent who told the pupils the story of Elijah, and the visit by an Olympic Gold medal winner who talked to the pupils about self belief.
18. The school supports all pupils' learning further through a multitude of extra-curricular activities, including learning the French language and taking part in the Croydon Holocaust Memorial Day ceremony. The display of cups and shields in the entrance hall is strong evidence of the school's sporting achievements in football, hockey and netball. These activities are incorporated into the curriculum and well attended.
19. Sufficient high quality resources are available to meet all the demands of the subject areas. They are managed effectively and strongly support all aspects of the curriculum. Staff and classroom assistants are appropriately qualified and trained with particularly good expertise in mathematics.
20. Accommodation is good and the school has worked hard to create new safe and stimulating environments. These include the music room and school club, the practical arts' room, the computer suite and the garden. This care and attention to detail even spreads to the toilets. There is no access to the buildings for pupils with physical disabilities.

Care, guidance and support

Pupils' care, welfare, health and safety provision is good. The school's provision for support, advice and guidance based on monitoring is good. The involvement of pupils through seeking, valuing and acting on their views is also good.

Main strengths and weaknesses

- The procedures in place for welfare, health and safety and care, particularly risk assessment are good.
- The monitoring and tracking of pupils' personal development, both at school and through contact with parents at home, are good.

Commentary

21. The provision for pupils' care, welfare, health and safety is good. Child protection procedures are secure. The policy is in line with that of local child protection procedures and states clearly that the headteacher is the designated adult, which was not clear at the time of the last inspection. Staff are kept up to date with procedures and the school's relationship with Croydon's social services is good.
22. In spite of the recent high turnover of teaching staff, teachers and, particularly, support staff, get to know their pupils well, which enables them to monitor pupils closely. This is particularly helpful when pupils have problems, both educationally and socially. A number of pupils leave the school before the end of Year 6, when their parents move away, and are frequently replaced with pupils of lower attainment, often from families arriving in the catchment area with little knowledge of English. The school copes with these new arrivals very well and has in place extensive tracking systems, enabling it to provide appropriate advice, support and guidance. A few parents expressed concern about the transfer arrangements from the infant school. However, the arrangements in place are thorough and pupils are well inducted to the junior school.
23. The school involves pupils in the running of the school through seeking their views and, where appropriate, acting on them. For example, pupils are pleased that the recently formed school

council proposed that the school should have a tuck shop. This is now in place. The involvement of pupils in decisions such as this is relatively new but shows good promise.

Partnership with parents, other schools and the community

The school has good links with parents and very good links with the community. It also has very good links with other schools and colleges. The partnership has a positive impact on pupils' achievement.

Main strengths and weaknesses

- The school has a policy for involving parents with the work of the school by inviting them in to help in the classroom and on school trips.
- The provision of an after school club, enabling parents to come into the school after they have finished work, including their use of the computer suite to help their children with homework.
- The school seeks the views of parents through sending out questionnaires and provides them with a good range of information.
- The very good links with the community.
- The very good links with other schools and colleges.

Commentary

24. The school works well with its parents. For example, the school provides a wide range of good quality information, both written and oral, through the school prospectus, the annual report of the governing body, regular newsletters and pupils' reports as well as parent consultation evenings. If parents cannot attend the latter, the school contacts them and offers individual appointments at times they can come to the school. This effectively ensures that all parents have the opportunity to discuss their child's progress with his or her teacher. The school also seeks parents' views through using questionnaires and acts on the responses. The Ofsted questionnaires and the parents' meeting demonstrated that most parents have a positive view of the school.
25. Parents make a good contribution to pupils' learning by helping in the school and running clubs. For example the Baptist Minister, a parent, runs an after school Bible Club, which, during inspection week, had an attendance of over 30 pupils. Parents run other clubs such as football and cricket. Other support comes through the Parent Teacher Association raising substantial sums of money, which enables the school to buy in extra resources for pupils' learning. This money is also used to help improve the school environment.
26. The school's links with the community are very good and this has a positive impact on pupils' achievement. Links with colleges also enrich the education which pupils receive. For example there are joint projects with Croydon College, the local city technology college and Westwood Language College. Staff from the latter come to teach French at the school which, in turn, has led to the school supporting the college's application for Language College status, which they have now achieved. The school also supports 'Families learning for Literacy'. These are just a few examples of the multifaceted ways in which the community supports the school and vice-versa.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good. The leadership of the headteacher is very good. The governance of the school is good. The management of the school is good.

Main strengths and weaknesses

- Dynamic and reflective leadership by the headteacher with very good support from the assistant headteachers. Clear, shared vision of a 'rounded' education expressed by the headteacher.
- Strong leadership by the core subject co-ordinators and the music co-ordinator.
- Good management systems in place.
- Very good systems in place to assess pupils' progress.
- Although the management of special educational needs by the co-ordinator is satisfactory, the role undertaken by the co-ordinator is in need of review in order to become more effective.
- Good overall improvement since the last inspection; previous key issues met well.
- Good governance and financial management.
- All statutory requirements are met and good value for money.

Commentary

27. The headteacher leads this school very well. The key issues for action, noted in the previous inspection report have been dealt with successfully in all areas. The headteacher articulates a clear vision of the school to all members of the school's community. The leadership roles of newly appointed co-ordinators are developing well
28. The headteacher is very well supported by the assistant headteachers, and other senior staff. The monitoring, evaluation and development of teaching by the headteacher and senior staff are strong and are having a positive impact on raising standards at the school.
29. Transfer arrangements with local secondary schools are good, as are those with the feeder infant school. The school works to promote equality of opportunity, and successfully includes pupils of all abilities in the life of the school. The school's improvement plan is planned in detail for three years and is an effective management tool.
30. The governance of the school is good. Governors are fully involved in the work of the school, including the different areas of the curriculum. The monitoring of the curriculum is good and individual governors are responsible for different curriculum areas rather than through a committee structure. Governors believe that having no committees gives them greater freedom, as many of them work during school hours. The school's targets are driven by the school development plan (SDP) and each year's SDP is a part of a three-year programme. The school's financial planning is geared towards supporting pupils' attainment and this can mean finance is targeted at a particular curriculum area one year and at another area the following year. The governors are keen and come from a wide range of professional backgrounds and expertise, in education as well as the public and private sectors. An example of their keenness is their willingness to go on courses put on by the LEA, appropriate to the areas they cover. They also had an away-day to discuss improvements in the way they work. This was held at the weekend when all could attend. Overall, governors work efficiently, which enhances the management of the school and has a positive impact.
31. Overall, the school monitors its performance very well. The headteacher has a very good knowledge of the school, and is setting appropriate targets for school improvement and curricular planning. The development of assessment and tracking procedures is a strength of the school. Careful financial planning, administration and monitoring of expenditure ensure that the school's resources are used well to promote the pupils' learning. The governors oversee all aspects of the school's income and expenditure. The most recent audit of the school's finances identified some areas for improvement, and these have been suitably addressed. The school receives sound support from the LEA in financial matters. The day-to-day management of finance by the administrative officer is good. In order to ensure best value for money, three quotations are obtained when significant expenditure is planned. The school utilises ICT very well for administration and for the education of the pupils. Criteria to determine how well the

money used is spent are established, and the governors have a finance policy in place. The strategic role of governors is good.

32. Overall, staffing requirements are met and there are sufficient well-qualified teachers to allow the curriculum to be taught effectively. The role of the special educational needs co-ordinator lacks clarity, many of the management functions are undertaken by the headteacher and this is an unsatisfactory situation. Support staff are well qualified. The school provides a good level of trained teaching assistants to work with pupils with particular needs and difficulties. They are deployed well and, through their sympathetic and caring approach and systematic small-step questioning, they make good contributions to the learning of these pupils.
33. The school has good procedures in place for the induction of new and newly qualified teachers to the school. Job descriptions are in place and the school has taken appropriate steps to ensure that performance management procedures are used to support staff development. Even though there is a constant turnover of staff, the ethos of the school is secure because new staff are brought on board quickly and effectively.
34. The induction of staff and their continuing professional development are very good and are a strength of the school. The professional development of staff is very good because it covers all members of staff from dinner supervisors to teachers. Staff receive induction packs with appropriate checklists. The newly qualified teacher (NQT) induction is also very good although, due to recent funding problems NQT mentors have not been easy to come by. When staff go on courses they have to report back at in-service training (INSET) days. The school is very good at 'absorbing' new staff and this is a very good example of staff inclusion. Joint INSET days are sometimes held with the infant school.
35. Statutory requirements are met in all areas. The school gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	859,250	Balance from previous year	68,000
Total expenditure	867,363	Balance carried forward to the next	59,887
Expenditure per pupil	2474.79		

OTHER SPECIFIED FEATURES

What is the effectiveness of community provision?

The school's links with the community are very good and this has a positive impact on pupil's achievement.

Main strengths and weaknesses

- Development of the after school club.
- Links with local businesses.
- Contributions to life in the community.
- Visitors from the local community who enrich the curriculum provision.

Commentary

36. It is the school's vision that it should be opened up for use by the community. For example, a start has been made by opening the after school club in a purpose built building. The aim is for this building to be used by the school and the community, detached from the school. There are many individual examples of the school's links with the community both within and outside the curriculum. For instance, pupils take the harvest produce to the Salvation Army. Local speakers such as the Fire Officer, the police and contacts made through the Junior Citizenship programme enhance the curriculum. William Mercers financial services company helped to create the school's web-site and pupils visit businesses to increase their industrial awareness. Most of the links are financed by the businesses, which release staff to take part in the projects.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- Many initiatives to raise writing standards have been used and monitored well.
- Good resources support a firm commitment to raising standards in reading and writing.
- Pupils need more specific opportunities to improve handwriting and to transfer skills learned in these lessons to other situations: presentation of work is variable.
- Presentation of work is variable.
- Teachers do not always plan suitable tasks for the wide range of abilities within each group, particularly the higher attaining pupils.
- Many pupils have a limited vocabulary and need more prompts and opportunities to extend their answers and thinking.

Commentary

37. Over the last five years pupils have attained standards that are broadly in line with the national average, when compared with similar schools. At the time of the last inspection, standards were above average. However, there has been an increase in the number of pupils with special needs in some groups and a large number of pupils come into, or move out of, the school during the school year. The current Year 6 are working at close-to-average levels although this may not be reflected in National Curriculum tests in 2004 because of further mobility. There have also been unavoidable changes of staff for some classes. Overall, there are no significant differences between the performance of boys and girls. Pupils achieve well because of the interesting activities that stimulate their awareness of the links between speaking and listening, reading and writing. Pupils with special educational needs achieve satisfactorily and some achieve well because of the good teaching and support they receive.
38. Speaking and listening skills are satisfactory overall. Pupils ask relevant and sensible questions and listen very well when they are interested in the topic. However, pupils are frequently not able to recall technical terms used, for example, in report writing, and need skilled questioning and persistence from teachers and teaching assistants to extend their answers to questions. The school is aware that this is an area for development.
39. Standards in reading are as expected for pupils of this age and they show a good understanding of how to tackle new and unknown words. Some pupils in Years 3 and 4 have additional literacy time each week to help them improve their confidence in reading. Several children have achieved well through this arrangement. The number of pupils reading at a higher level is increasing because of the regular individual and group reading sessions. There are well-stocked book corners in each room and pupils may take home one book each week from the library, which is used well for the selection of reference and fiction books. Stocks of fiction books have been increased because of the demand for them.
40. By the end of Year 6 pupils' standards in writing are close to what is expected nationally and are improving because of the use of a wider range of approaches and very interesting activities. The school has taken on several exciting projects. For example, they have visited publishers so that pupils see how a book is produced, have had stimulating visits from storytellers and actors and been involved in their own 'Spooky Book' project. These activities, and many more, are beneficial for pupils of all abilities and all achieve well by producing enjoyable, imaginative work. There are good examples of funny, moving and sensitive poetry written by pupils in all

years. Pupils' use of language and imagery in poetry is developing well and final drafts of poems are illustrated carefully or presented attractively through information and communication technology. Work in books, however, is not always presented with sufficient care and some handwriting is very untidy and difficult to read. The school has plans to raise pupils' expectations of how work should be presented.

41. Teaching and learning are satisfactory overall. In the best lessons, good planning ensures that lessons build well on previous learning. Teachers make clear to pupils what they are to learn in lessons and check at the end of the lesson what pupils think they have achieved. Teachers ensure that pupils have tasks they can achieve and build on their strengths. Sometimes they require initial guidance from an adult to ensure that they understand what they are to do. Activities reinforce reading and writing skills systematically. Marking of work reinforces what pupils need to do to improve and teachers' expectations of pupils. In the less successful lessons, pupils are not clear about the tasks they have to do or the tasks are less challenging and stimulating than the introduction to the lesson. When the focus of the lesson is not clear, and expectations are insufficiently high, the pace of the lesson is slow and pupils of all abilities fail to build successfully on previous learning.
42. The subject is led and managed well by the co-ordinator and there are good systems for monitoring teaching and learning. Good support is given to inexperienced teachers and all staff are taking steps to raise standards, as highlighted in the school improvement plan. Results of assessments are used well in planning.

Language and literacy across the curriculum

43. Staff plan thoughtfully to develop pupils' skills in language and literacy in all curriculum subjects. In the humanities, there are structured attempts to develop vocabulary and pupils produce interesting and accurate accounts or answers to questions in history. The quality of handwriting and presentation is variable but the content is mostly good. Good discussions are encouraged in the time when the group sit in a circle to discuss a range of issues and this provides a valuable opportunity to encourage pupils to extend their thinking and answers.
44. Information and communication technology is used in most literacy lessons and the programs used complement the learning. For example, pupils insert verbs in sentences or put sentences in speech bubbles. Pupils in Year 6 use the Internet confidently to find out information and answer questions about a topic on which they are writing reports.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The co-ordinator has identified strategies for improvement.
- Underachieving pupils have been identified and provided with extra support.
- There is frequently insufficient planning for the wide ability range of pupils in lessons.
- Classroom assistants are not always used efficiently to fully support the learning throughout the lesson.

Commentary

45. Standards in mathematics have improved. They are still slightly below average in most classes. It is likely that the majority of pupils in Year 6 will reach national average standards by the end of the key stage. Pupils make satisfactory progress and achievement is satisfactory. The school has made many successful efforts to involve parents in their children's mathematical education. The emphasis is on teaching number skills with less work on using

and applying mathematics in everyday life. Standards in mathematics should be seen in the context of the difficulties experienced by the school within the last year. The change of staff and the inexperience of some teachers have had an impact on the delivery of the curriculum. The use of ICT is beginning to be developed but is not yet consistent in all classes. Data handling is used well to support work in mathematics.

46. Nevertheless, standards have been maintained since the previous inspection, and the school has worked hard to identify those pupils who are underachieving and provide a range of strategies to help raise standards. These include a dedicated numeracy room with appropriate displays and resources, a numeracy teaching team with specialist teacher and assistant, numeracy targets laid down in the individual education plans of pupils with special educational needs, and booster classes later in the year. Teachers' planning does not always include sufficient challenge for the high attaining pupils and they do not always achieve as well as they could. For example, pupils in Years 5 and 6 learn a variety of methods using doubling and halving to solve problems, but often this work is inappropriate for pupils with special educational needs, whilst being too easy for the more able.
47. Teaching in mathematics is satisfactory, ranging from good to unsatisfactory in different lessons. Where teaching is good, work is well matched to the pupils' needs and is presented in a lively and stimulating way which pupils thoroughly enjoy. For example, pupils learn their tables by singing along to tapes or use the computers to reinforce mathematical skills. As a result, they concentrate well and work hard. The unsatisfactory teaching is due to inexperienced teachers lacking strategies to cope with a wide ability range, especially the more able. This has a detrimental affect on learning as some pupils sit inactive during parts of the lesson. Many of the lessons are very teacher directed and as a result, the classroom assistants are not always deployed to best effect. The co-ordination of mathematics is good with substantial support from the headteacher for the new co-ordinator. Although the co-ordinator is new to the role she is given good support by the headteacher.

Mathematics across the curriculum

48. The co-ordinator has instigated numeracy themed weeks across the school, which have involved literacy and art and design. Where mathematical skills are practised or required in other subjects, for example recording data in science or measuring in design technology, planning between the two subjects is insufficiently linked. Nevertheless, there are many opportunities to promote the understanding of numbers and mathematical concepts, for example, time lines in history, or in music, through counting the number of beats in a bar. Pupils in Year 6, drew detailed scaled drawing of their air raid shelters, before actually making them.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils with special educational needs are well supported and make good progress in lessons.
- Teachers' have good subject knowledge and encourage the use of technical vocabulary.
- Lesson planning is good and identifies well the use of the outdoor learning environment that enhances learning.
- Knowledgeable and enthusiastic co-ordinator.
- Weak classroom management in some lessons that means pupils make insufficient progress.

Commentary

49. Since the last inspection, standards in science have shown a steady improvement, despite a drop in 2001 and 2003 relating to cohort differences. The targets for 2004 are challenging, and show the school has high expectations. From the teaching and learning seen during this inspection, pupils look likely to achieve their targets. Achievement in science is satisfactory.
50. Standards are slowly rising in science although currently they are still below the national average. Pupils arriving in Year 3 have average attainment levels and the school is working towards developing skills in scientific enquiry as a means of raising attainment for all pupils, particularly the more able. During the inspection, most lessons seen were only the third lesson of the term. However, from the lessons observed, pupils' work and teacher planning, it could be seen that science lessons are planned carefully and teachers have good subject knowledge. Overall, the quality of teaching and learning in science are good. Pupils of all abilities respond well to the subject. Successful lessons have good pace, opportunities for group activities including experiments, purposeful use of resources such as handling real bones or using the outside environment. There are plenty of opportunities for discussion and skilled use of support staff. Teachers use errors and misconceptions as opportunities for further teaching and discussion. For example, when recording changes to the fall of spinners in Year 6, pupils could cut their spinners or add additional paperweights. Some pupils tried to do both. The teacher stopped the investigation to invite pupils' views on how this could affect the recording of results and conclusions that could be made. Pupils enjoy science. Both teachers and pupils use technical vocabulary to describe situations. Teachers teach with enthusiasm and are aware of pupils' progress and differing needs. They are aware of the need to use more practical work based on pupil ideas and to create opportunities to provide more challenge for the more able. The relatively few unsatisfactory lessons were related to unsatisfactory classroom management, poor pace and lack of challenge.
51. The co-ordination of science is good. The co-ordinator has assessed the needs of the school and prepared an action plan with staff. She has led professional development on using scientific enquiry in the classroom and on differentiation based on her audit. Learning science is enriched in several ways. For instance, pupils have been involved in developing their outside learning environment to encourage a range of wildlife including woodpeckers, foxes and nuthatches. There was a very successful science week last year with many practical activities, outside speakers and organisations including 'Professor Bonkers' and 'The Magnetism Show' by Quantum Theatre. Parents attended and took part in the activities with their children. Overall, a positive picture of the subject was created.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology is **good**.

Main strengths and weaknesses

- Installation of new hard and software to ensure full coverage of the National Curriculum.
- Management by the co-ordinator whose subject knowledge and enthusiasm has had a positive impact on the teaching and learning.
- Use of technicians for 'trouble-shooting'.
- Creation of school web site that benefits parents and keeps them well informed about the work of the school.
- Cross-curricular links – particularly in history.

- Limited planning for the differing needs of pupils means that not all pupils make the progress they are capable of.
- There is limited use of targets in ICT for pupils with special educational needs.
- Gifted and talented pupils are insufficiently identified by the school.

Commentary

52. Pupils reach average standards in Year 6. Standards in Year 6 have kept pace with the developments in the subject since the last inspection, and pupils have a significantly broader range of skills. Achievement in ICT is good. Major improvements have included the opening of an ICT suite, computers accessible to every classroom, and the availability of the Internet and email facilities. Pupils are beginning to evaluate ICT. Older pupils understand the need to refine Internet searches by entering specific words, and compare different search engines to find out which ones will give them the best information. They enter graphics, animation and sound into multi-media presentations with ease and delight. There is excitement in the learning at what they are able to achieve when they give *'powerpoint'* presentations to the parents.
53. The quality of teaching and learning are satisfactory overall. In the good lessons, pupils achieve well, because teachers have clear expectations and pupils know what they have to do. Occasionally, however, teachers are hesitant because they lack confidence and speed when demonstrating computer skills, and in some lessons they do not ensure that each pupil has a fair turn on the computer. Two technicians provide effective support to teachers. Teachers do not always make full use of the computers in their classrooms and ICT is not always included in their planning. There is, on the other hand, some good use of computers to develop learning in some subjects, particularly in English and history, and to support the learning of pupils with special educational needs.
54. Effective co-ordination of the subject is helping the school to raise standards and improve the range and quality of provision. The co-ordinator is conscious of the time, effort and money spent in this subject, and keen to ensure that the resources are fully used. He receives support from the governor with responsibility for ICT. An audit of standards was conducted last year and areas for development, such as additional software, and additional computers, have been targeted. Subsequent investment in resources and staff training has greatly enhanced the learning opportunities for pupils, and a further comprehensive training programme is planned for all adults. The school is beginning to monitor pupils' progress, keeping folders of their work on the hard drive, but recognises that monitoring and assessment need improvement to enable teachers to match tasks to the differing needs of pupils. Overall, the school has established a strong pattern of improvement in ICT, and has very good plans for its further development.

The use of information and communication technology across the curriculum

55. Pupils use word processing extensively to publish their work, for example in English and history, and 'Power point' to create presentations. Internet research supports work across the curriculum appropriately, and the school has an Internet safety agreement. Data-handling is used well to support work in mathematics and science. The use of control technology is not yet in place.

HUMANITIES

Geography and history

Provision in geography is **satisfactory** and is **good** in history

Main strengths and weaknesses

- Displays around the school are of a very high standard.
- Pupils have good opportunities for searching for further information in books and from the Internet.
- Units studied are covered thoroughly and there are very good links with other areas of the curriculum, especially literacy.
- Original and photocopied documents sent in by parents are used very well in lessons and for projects.
- Good involvement of parents and the community, and use of visits and visitors.
- Units to be covered in geography are being reviewed to ensure that all required aspects are included.

Commentary

56. Standards in geography and history are in line with those expected by the end of Year 6. Pupils, including those with special educational needs, achieve satisfactorily in geography and well in history. Standards are similar to those at the last inspection. Pupils are fascinated by the period they are studying in history and relish opportunities to ask their families for photographs and information for their posters and projects, and this explains their good achievement. They produce high quality written work and displays because they use books from the library well.
57. Pupils enjoy learning in history because teaching is consistently good. Teaching in geography is satisfactory. Teachers are enthusiastic, have a good knowledge of the subject and transmit their own enthusiasm to the pupils in well-prepared lessons. There are good resources in school to support each topic and there is always a very good response when parents are asked if they can send in any items or information about a particular period. Purposeful visits to museums and interesting visitors like the Roman soldiers make learning more relevant and enjoyable. Teachers plan good links with other subjects for example, in art and design technology. There are some good examples of the use of literacy in history around the school.
58. The recently appointed co-ordinators for geography and history are looking forward to the focus on their subjects this term. They are enthusiastic and have good plans for raising the profile of geography and building on pupils' natural curiosity in history. Black History month is a very good opportunity to involve everyone in celebrations of the multi-cultural life of the school and community. History and geography are blended together well in many of the activities.

Religious education

Provision in religious education is **satisfactory**.

- Knowledgeable and enthusiastic subject co-ordinator.
- Insufficient artefacts to support learning.
- Pupils are interested in the subject.
- Pupils' achievement is good.

- All staff are committed to teaching religious education.
- There is insufficient written work in Years 5 and 6.
- Insufficient opportunities for teachers to improve their subject knowledge.

Commentary

59. Standards are similar to those found at the previous inspection and meet the expectations of the Croydon Agreed Syllabus. In the lessons seen clear planning ensured that pupils built on their previous learning well. Younger pupils asked perceptive questions when studying the creation story from the Old Testament, ‘Who made God?’ Good opportunities were given to pupils to enable them to explore this difficult concept. However, teachers’ subject knowledge is variable and ranges from mis-conceptions to secure knowledge. In the upper juniors there is insufficient recorded work and this gives few opportunities for teachers to have a record of pupils’ progress. The co-ordinator acknowledges that there is work to be done in this area. The leadership of the co-ordinator ensures that the subject has an appropriate place on the curriculum map. Resources are used well by teachers, for example classroom wall displays include prayer mats, and pictures of the inside of a mosque. The use of a Qur’an on a stand emphasised well the importance of the Holy book for Muslims. Teachers use drama well as a means of helping pupils to gain further insights into different faiths. For example when exploring the life of Muhammad, small groups of pupils devised a dramatic activity to describe an Islamic saying. Learning support assistants gave appropriate support to pupils with special educational needs and those who spoke English as an additional language. These groups of pupils were fully included in the dramatic activity.
60. The Agreed Syllabus gives pupils an opportunity to gain insights to a range of faiths – Christianity, Buddhism, Sikhism and Islam. There are good links with other curriculum areas such as art and design. Assemblies reinforce the moral teachings of different faiths and make a strong contribution to the school’s ethos. The Bible Club, run by members of local churches, is well attended.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

Provision in design and technology is **satisfactory**.

Although no lessons were observed, discussions with staff and pupils and scrutiny of pupils’ work indicates that standards by the end of Year 6 are average.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- Knowledgeable and skilled co-ordinator who promotes high expectations.
- Range of skills are taught well by enthusiastic staff.
- Pupils’ achievement is good and they enjoy music.
- Curriculum enrichment is excellent in music and accommodation is good.
- Good parental and community involvement.

Commentary

61. Standards have been maintained since the last inspection and are in line with expectations by the end of Year 6. Although only two lessons were seen, singing was heard during assemblies, the steel pan group was heard playing and discussions were held with the co-ordinator.
62. The lessons seen showed a variation between the teaching by the co-ordinator and other less skilled teachers. The range was very good to satisfactory. In the very good lesson by the co-ordinator pupils behaviour and attitudes were very positive, they were engaged well in the learning and this led to good achievement. The vocal warm-up and breathing exercises encouraged pupils to focus on singing techniques prior to selecting their instruments for the group work. During the instrumental work pupils co-operated well, supported each other and produced creative compositions to reflect the sounds made by a train. Pupils with their own instruments used them to contribute to the group work. The trumpets were particularly effective. The satisfactory lesson had some strengths including the use of a recording for pupils to focus on tempo, dynamics and timbre. However, very few pupils were able to successfully identify instruments in the pieces. The teaching assistant was involved well in managing the behaviour of some challenging pupils and successfully ensured that pupils stayed on task. Good relationships between adults and pupils ensured that satisfactory learning took place. However, standards were below expectations for a Year 5 class. For example, very few pupils could name tuned and untuned instruments. The approach to instrument playing was at a basic level and pupils showed limited understanding of how to respect their instruments. A barrier to pupils' achievement was the lack of a dedicated music room during the last academic year. This had a detrimental effect on instrument use.
63. The co-ordinator has promoted music very well; as a result it has a high profile in the life of the school and makes a strong contribution to pupils' spiritual, social and cultural development. Pupils enjoy musical activities and this is reflected in the enthusiastic singing during singing practice, their keenness to participate in steel bands and instrumental music activities and membership of the school orchestra. The orchestra plays at concerts and performances within the school. The choir was very active earlier this year when Year 5 pupils took part in the Gospel Sound Project held at the Fairfield Halls. Members of Year 6 participate in the annual Festival Choir at the Croydon Schools Music festival. Tuition is offered in stringed instruments, wind, recorder, brass, piano and percussion. Links with the local community include performances for the elderly at a local luncheon club, singing carols and Christmas production songs at the IKEA store to raise funds for the school. Visitors to the school have included a brass quintet and South African drummers. Pupils were able to participate in African dancing and line dancing led by visiting ensembles during the summer term Arts Week. The curriculum enrichment in music is excellent.

Art and design

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

Main strengths and weaknesses

- Enthusiasm of the co-ordinator who has a good understanding of ways to develop further the subject.
- The high profile of display in the life of the school; the curriculum enrichment from display is excellent.
- By the end of Year 6 pupils have experienced a good range of enrichment activities such as 'Arts Week'.
- Good support from parents and the community.
- Sketchbooks are used inconsistently across the school.

Commentary

64. Standards are similar to those found at the time of the last inspection although resources have improved. Achievement is good because of the high focus that the subject has in the school. The high standard of display around the school has been maintained and serves to promote a rich environment for learning. By the end of Year 6 standards are in line with what is expected of similar aged pupils.
65. The displays around the school reflect pupils' work and activities through photographs and original activity such as the large felt collage in the library. Many moral themes are illustrated such as 'more can be achieved with a calm head and a pleasant attitude than with violence'. The many displays from a range of cultures celebrate cultural diversity and reflect very well the school's community. Pupils' paintings are framed sensitively and value the pupils' work. There is a wide and interesting range of work that covers work from all different parts of the world, including displays of masks and Victorian artefacts. The displays are inter-active and ask for a response from pupils. The curriculum enrichment from displays is excellent.
66. The co-ordinator has been in post for a short while. He has a clear idea of how to develop further aspects of the subject such as, the use of sketchbooks and assessment strategies. The 'Arts Week' held earlier this year enriched the curriculum. The co-ordinator is aware of the need to give art and design a higher profile when staff plan educational visits.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Range of skills for different activities are taught well
- Planned opportunities for pupils to practise their skills at playtimes and lunchtimes
- Good support from parents and the community.
- Good links with other schools.
- Wide range of after-school activities.

Commentary

67. Standards are in line with those expected by the end of Year 6 and have been maintained since the last inspection. Pupils' enthusiasm for games and desire to be members of school teams help them to achieve well.
68. All pupils, including those with special educational needs, take part in a wide range of activities, including gymnastics, games and dance. Pupils in Years 3 and 4 have swimming lessons at a local pool and nearly all are confident in the water, more than half of them swimming 25 metres by the end of the two years. In gymnastics, Year 6 pupils look carefully at illustrations of people balancing on different parts of their body, and try hard to copy the movements. They work successfully in groups to create a short sequence of two or three movements and comment in a constructive way upon the performance of other groups. In games, pupils learn a range of ball skills and by Year 5 know how to hold hockey sticks correctly and to attack and defend when passing the ball. They improve their skills in stopping the ball and controlling it near to their bodies as they move around the playground.
69. Pupils enjoy their lessons and join in enthusiastically. All are included because adults and pupils encourage those who find it difficult to learn to participate in the work. Only two lessons were seen, and teaching was at least satisfactory. Teachers plan lessons carefully using a published scheme. This ensures that the curriculum is well balanced and that pupils' skills are

developed in a structured way. All lessons have 'warm up' and 'cool down' sessions and pupils find these an enjoyable part of the lesson. Lessons are supported and enhanced very effectively by a wide range of extra-curricular activities such as football, netball, cricket and dance clubs and Tudor dancing, which is popular with boys and girls. In these clubs, and at playtimes and lunchtimes, pupils build effectively on the skills they have learned in lessons, using the wide range of resources sensibly and correctly. School teams have been very successful in local sporting tournaments. The school is rightly proud that last year the football team won the 'Fair Play' award for the area and values the coaching and support from parents and members of the community, which help to develop skills of many pupils to a higher level.

70. Teachers assess pupils' attainment satisfactorily when they have completed a unit of work and the co-ordinator keeps an appropriate overview of provision.

PERSONAL, SOCIAL AND HEALTH EDUCATION

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

Main strengths and weaknesses

- Regular 'Circle' time
- Junior Citizenship programme
- Visits by Police, Fire Officers etc
- Sex education and education about the misuse of drugs is taught through the science curriculum.

Commentary

71. Pupils' personal, social and health education is promoted well through all subjects of the curriculum, and especially through the weekly circle time sessions. Important themes, such as Rules and Responsibility and Fire Safety, are explored through discussion, writing and role play. Pupils in Year 6 explored different scenarios should a fire occur, learnt the rules of Fire Safety, and, for homework, were planning routes to escape from their homes in collaboration with their families.
72. Staff are well prepared to contribute to teaching in an informed way. The subject is well led by the co-ordinator and staff are committed to raising its profile in the school. As a consequence, pupils' achievement is good and they are likely to leave Cypress school as mature eleven-year-olds with the self-confidence they need to succeed in their secondary education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	4
How well pupils learn	4
The quality of assessment	3
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
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	2
The leadership and management of the school	3
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).