

INSPECTION REPORT

St. Francis De Sales Junior School
Tottenham

LEA area: Haringey

Unique Reference Number: 102143

Headteacher: Mr. Hugh McBride

Reporting inspector: Miss Savi Ramnath

Dates of inspection: 4-8 October 1999

Under OFSTED contract number: 706623

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	Voluntary Aided
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Brereton Road Tottenham N17 8DA
Telephone number:	0181 808 2923
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs. Mary Tilki
Date of previous inspection:	February 1996

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Christine Laverock Lay Inspector		Attitudes, behaviour and personal development Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- The school has a very good ethos. It is committed to raising standards and improving the quality of education for all its pupils.
- Attainment in English, mathematics and science is above the level expected by the age of 11 and pupils make good progress in these subjects.
- The behaviour of the majority of pupils is good and in many respects good attitudes are shown to work. Personal development is also good.
- The profile of teaching is good. Teaching is good or better in nearly half of the lessons observed.
- There is an extensive range of well-attended, extra-curricular activities.
- The school makes good provision for pupils with special educational needs.
- There are very good procedures for promoting discipline and good behaviour.
- Provision for pupils' social development is very good; their spiritual, moral and cultural development is good.
- The school has established a good partnership with parents, providing them with good information, receiving very good support from the parents, including very good involvement in pupils learning.
- The school provides good value for money.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Methods for checking the quality of teaching and learning are not systematic or rigorous enough.
- II. The role of the governors is underdeveloped.
- III. Medium term planning in subjects other than literacy and numeracy does not always identify what pupils of different abilities will learn and do, nor provide teachers with sufficient guidance.

Although the school has a considerable number of strengths, there are also important weaknesses; these will form the basis of the governors' action plan, will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has improved on the sound standards outlined in the last inspection report of February 1996. Although action has been taken on all of the key issues identified in the previous report, some of the weaknesses identified in the report have not been fully addressed. Schemes of work are now in place for all subjects and the information gained from assessment in the core subjects is used to inform planning and is reported to parents. Good progress has been made in information technology and standards are now in line with national expectations. The curriculum for design and technology is now satisfactory. The school has identified the higher attaining pupils and has put in place a framework of target setting to match their needs more closely. The school development plan is now an effective management tool and priorities identified are now more manageable. However, the role of the co-ordinators is still underdeveloped and there are still no formal procedures to monitor the effectiveness of spending decisions on pupils' attainment and progress. Many of the strengths of the school identified in the last report have been maintained. The school is soundly placed to make further progress.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	KEY
English	B	A	well above average A
Mathematics	B	A	above average B
Science	C	B	average C
			below average D
			well below average E

The information shows that standards in English and mathematics at St. Francis de Sales are higher than both the national averages and those compared with pupils from similar socio-economic backgrounds. Although there have been significant improvements this year (1999) inspection evidence shows that, by the time pupils leave school at the end of Key Stage 2, standards are above average in English, mathematics and science and about average in information technology. The difference between inspectors' judgements and the above grades are due to the fact that inspectors' judgements are based on a different group of pupils in the current year group and a wider range of work than that tested in national tests.

QUALITY OF TEACHING

Teaching in:	7 - 11 years
English	Good
Mathematics	Good
Science	Good
Information technology	Sound
Religious education	Not inspected
Other subjects	Sound

In lessons observed, close to 50 per cent of teaching was good or better and 12 per cent unsatisfactory. Throughout the school the planning of English and numeracy has improved since the introduction of the literacy and numeracy strategies.

Medium and short-term plans do not always clearly identify precise learning intentions nor do they always show the provision for pupils with special educational needs or those with English as an additional language.

Religious education was inspected as part of Section 23 of the Education Act and will be published as a separate report.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour in the school is good, although there are occasional instances of unsatisfactory behaviour in a few classes. Pupils are generally polite, courteous and respectful to one another and to adults. Attitudes to learning and pupils' personal development are also good.
Attendance	The attendance levels in the school are good and better than the national average. Lessons begin promptly.
Ethos*	Very good; pupils are interested in their work and there is an appropriate focus on maintaining and further improving academic standards.
Leadership and management	The headteacher is a caring, hardworking and purposeful leader who has a firm commitment to raising standards. He is ably supported by the deputy headteacher. Although governors are supportive of developments they are not sufficiently involved. Insufficient attention is given to monitoring systematically the curriculum and the work of the school.
Curriculum	The school provides a satisfactory curriculum, which is enhanced by excellent extra-curricular provision. There is a clear emphasis on delivering literacy and numeracy which contributes to the good standards attained. Since the last inspection good progress has been made in implementing schemes of work. However, planning in the foundation subjects is often brief and insufficient attention is given to ensuring that pupils consistently build on earlier learning. Procedures for assessing pupils' attainment and progress are sound, and are used to guide the work that pupils undertake in English, mathematics and science.
Pupils with special educational needs	There is good provision for pupils with special educational needs; sensitive support is given within the classrooms. Organisation and management are efficient; particular emphasis is given to literacy and numeracy.
Spiritual, moral, social and cultural development	Good overall. The provision for pupils' social development is very good. The provision for pupils' spiritual, moral and cultural development is good. Cultural development has improved since the last inspection and pupils are encouraged to appreciate the value of their own culture as well as that of others.
Staffing, resources and accommodation	There are sufficient, qualified staff to meet the needs of the curriculum. Resources are sufficient and the accommodation for teaching including outdoor space is adequate. School support staff are not used well to enhance the work of pupils in class.
Value for money	The school provides good value for money. Pupils make good progress and the majority of teaching is good.

Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
IV. The good behaviour and positive attitudes which the school promotes. V. The school is approachable and it handles complaints well. VI. Parents are given a clear understanding of what is taught and are kept well informed about their children's progress. VII. The school encourages parents to play an active part in its life. VIII. The standards achieved by their children.	IX. No significant areas of concern were

Overall, there was a very positive response from parents, as indicated by the matrix to be found at the end of the main report. The overwhelming majority of parents is supportive of all aspects of the school.

Inspection findings agree with the positive views about the school expressed in both the questionnaire responses and at the meeting with parents.

KEY ISSUES FOR ACTION

In order to build upon the many positive aspects of the school and improve further the standard of work and quality of the education provided, the governors, headteacher and staff should:

X. extend procedures for monitoring and evaluation of the school's work by:

XI. establishing procedures which identify the precise roles of the governing body, senior management team and curriculum co-ordinators; (paragraphs 61-67, 78)

XII. establishing systems by which the senior management team and co-ordinators can check the quality of teaching and pupils' work within each class; (paragraph 62)

XIII. developing a systematic procedure by which the governing body keeps up-to-date with the outcome of their decisions and new initiatives; (paragraphs 61, 78)

XIV. improve the quality of planning in subjects other than literacy and numeracy by:

XV. ensuring that all lessons have sharp and clear learning intentions which focus on what pupils of different abilities are expected to learn and do by the end of the session; (paragraphs 31, 36)

Other weaknesses

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

XVI. The information in the prospectus and the governor's annual report to parents does not comply fully with statutory requirements; (paragraph 61)

XVII. Although appropriate emphasis has been placed on ensuring that pupils have a broad curriculum, insufficient consideration is given to ensure that pupils' skills in art are systematically developed from year to year; (paragraph 112)

XVIII. There are no formal procedures for monitoring the effectiveness of spending decisions on pupils' attainment and progress; (paragraphs 67, 68)

XIX. Support staff are not always well used to help pupils' learning. (paragraphs 69, 79)

INTRODUCTION

Characteristics of the school

1. St Francis de Sales is an average sized Catholic voluntary aided junior school which is situated in the Park Ward of the London Borough of Haringey. All pupils are practising Roman Catholics and the majority of them come from a variety of housing situations in the immediate catchment area. This includes high rise housing owned by the local authority, housing association properties and privately owned houses .

2. The school currently caters for 240 pupils aged from seven to 11 organised in 8 classes and from September 2001, the school will become a three-form entry junior school. Overall there are 15 more girls than boys in the school, with significantly more girls than boys in Year 3. This has implications for grouping arrangements. The average class size is 30 and the pupil teacher ratio is 25:1, which is average.

3. The pupils represent a wide range of cultural backgrounds and the school population reflects the diverse community in which it is based. Seventy seven per cent of the pupils come from ethnic minority backgrounds with pupils of African heritage forming the largest ethnic group in the school. Forty seven per cent of pupils come from homes where English is not the first language, a proportion well above the national average and up to twenty different languages are spoken. However, a significant percentage of these pupils have average or above proficiency in English. No pupil is supported by Section 11 funding.

4. There is a high proportion of lone parent families as well as high levels of social and economic disadvantage in the school's intake. This is reflected in the proportion of pupils eligible for, and claiming, free school meals and at 29 per cent this is above the national average for primary schools. The school has identified 66 pupils (28 per cent) on its register of special educational needs, a proportion greater than the national average. Forty of these are on stage 2 or above; five pupils are on stages 3 to 5 and 2 have statements of special educational needs. This is above the national average.

5. The majority of pupils transfer from the infant school, which shares the same site. The standard of attainment varies from year to year. However, taken overall, the pupils' attainment on entry to Key Stage 2 is average. The school's admission policy is very clear and thirty places are allocated in each year group.

6. The school was last inspected in February 1996 and although the number on roll has remained the same, there has been a significant increase in the number of pupils identified as having special educational needs. Other characteristics are broadly similar to those reported in the previous inspection.

7. The aims of the schools are:

- To provide a balanced, coherent education, in the light of Roman Catholic principles, which will enable all the pupils to develop their full potential and equip them to contribute to life in a changing society;
- To create a secure, caring, harmonious and stimulating environment in which there is a sincere respect for the uniqueness of each person;
- To help the children develop into independent, self-confident, self-disciplined, well-adjusted

individuals who are able to make sense of the world and cope with their daily lives;

- . To foster and develop the children's sense of wonder and curiosity about the world;
- . To help them realise their potential across the curriculum and use it to best advantage;
- . To foster the children's faith. The religious and moral teaching should reflect the doctrine and principles of the Roman Catholic Church and should be reinforced by the general atmosphere and personal example of every member of staff;
- . To provide an aesthetically pleasing environment in which children can develop an appreciation of the arts and value their own creativity;
- . To help the children to understand the concept of interdependence of people and the need for co-operation;
- . To help the children to develop an understanding and respect for other people within a multicultural, multiracial society;
- . To help the children develop their physical skills;
- . To develop the partnership between home and school in furthering the children's education.

1. In consultation with the local education authority the school has set appropriate targets for numeracy and literacy. These are linked to raising standards and the school aims to increase the number of pupils achieving at least Level 4 in National Curriculum literacy and mathematics tests in Key Stage 2 to 80 per cent by the year 2000.

8.

Key indicators

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	30	30	60

8. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	23	22	23
	Girls	28	19	20
	Total	51	41	43
Percentage at NC Level 4 or above	School	85	68	72
	National	65	59	69

8. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	22	26	22
	Girls	28	24	25
	Total	50	50	47
Percentage at NC Level 4 or above	School	83	83	78
	National	65	65	72

8.

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised	School	4.3
Absence	National comparative data	5.7
Unauthorised	School	0.04
Absence	National comparative data	0.5

8.

8. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

8. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	10
Satisfactory or better	88
Less than satisfactory	12

8. PART A: ASPECTS OF THE SCHOOL

8. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

8. Attainment and progress

1. Inspection findings, including detailed analysis of school data, lesson observations, scrutiny of pupils' work and discussions with co-ordinators and pupils, show that for the present cohort of pupils, standards are above in English, mathematics and science and at the expected level in information technology.

2. The school has high expectations and since the last inspection initiatives have been put into place to raise standards, including the setting of pupils in mathematics, specialist teaching in English, regular mental mathematics sessions, the implementation of the literacy and numeracy strategies, a new scheme of work in science, detailed and thorough analysis of the National Curriculum results and target setting. These are having a positive effect on pupils' attainment and as a result overall standards have improved in English, mathematics and science. No subject shows below average attainment. Throughout their time in school the majority of pupils make good progress from average attainment on entry to well above by the time they leave school.

3. The results from the 1998 National Curriculum tests show that in English and mathematics pupils' performance was higher than the national average and average in science in terms of the number of pupils attaining the expected level 4. The number of pupils reaching the higher level 5 was close to average in English and mathematics and below the national average in science. However, when compared with similar schools these results indicate that pupils' performance is well above average in English and mathematics and above in science. There were no significant variations in the performance of boys and girls. Taking the three years 1996 to 1998 together, standards in English were above the national average, close to the national average in mathematics but below in science. The 1999 test results continue to show improving standards in all subjects and there has been a significant increase in the number of pupils attaining the higher level 5. The inspection judgements differ from the 1998 and 1999 National Curriculum test results because the latter are for different cohorts of pupils and the inspection looks at a wider range of work than is included in the test.

4. By the time pupils leave school, attainment in English is above average and progress is good in nearly all aspects of the subject except in handwriting where progress is very good. This better than average progress is due to the school's positive ethos for learning, effective teaching and the implementation of the literacy strategy. By the end of the key stage pupils speak clearly and confidently to a variety of audiences. They read a variety of texts accurately with enjoyment and older pupils have well-developed library skills, using books and computers for independent research. Attainment in writing by the end of both key stages is above national expectations. Pupils' handwriting is very good. Most pupils spell and punctuate correctly and use grammar with accuracy. Pupils with special educational needs attain standards in writing which are often above expectations.

5. Pupils make rapid progress from their earliest days in school and this good progress is sustained across the key stage. This is linked to the good teaching which the pupils receive, the importance given to reading by the school, and the many opportunities provided for them to express their opinions and speak to a variety of audiences. Pupils are encouraged by their teachers and this has a positive impact on the progress of pupils of all abilities, including those with special educational needs, who are given tasks closely matched to their abilities.

6. In mathematics most pupils make good progress in numeracy, shape, space and measure, and in data handling, increasing their knowledge and understanding through their investigative skills. This is due in part to the school's focus on numeracy, the setting of pupils and the high expectations of work. Pupils use their mathematical skills to good effect in other subjects when given the opportunity, for instance, in design and technology where pupils measure accurately when planning their 'super scoop' models. The absence of a numeracy policy which clearly specifies the use of numeracy across the curriculum, however, means that good practice is sketchy in other subjects. By using mathematical vocabulary accurately, all pupils develop their literacy skills well through discussions of their work. Pupils with special educational needs and those of prior lower ability make good progress due to the quality of support and planning, and their class teachers' awareness of their individual needs.

7. In science, pupils' attainment by the time they leave school is above national expectations. Progress is good especially where teachers have secure subject knowledge, pupils are clear about the learning objectives and are motivated to think and extend their understanding. By the end of Key Stage 2 most pupils understand the importance of a fair test and have a good knowledge of life processes, such as the functions of the human body. They confidently carry out experiments and investigations on circuits and use scientific vocabulary appropriately. The progress of pupils with special educational needs is also good as they are given tasks and recording sheets well matched to their abilities.

8. In information technology, standards have improved since the last inspection when they were reported as below national expectations. Pupils make good progress and attainment is now in line with national expectations. Pupils are further developing the use of computers to support their work in different subject areas. Their confidence in the use of computers increases with experience.

9. In the foundation subjects of design and technology, history, art, music and physical education, work is appropriate for pupils by the time they leave school and satisfactory progress is made. Standards in these subjects have been maintained since the previous inspection. In geography there was insufficient evidence to make a reliable judgement about their progress or the suitability of the work for pupils by the time they leave school.

10. Pupils with special educational needs make good progress overall as they frequently reach standards that are in line with the national average. Their individual education plans are carefully tailored to their needs, realistic targets are set and regularly reviewed. Work in class is provided at a suitable level and the co-ordinator and the special needs assistant provide good support which has a positive effect on the progress made. Inspection evidence does not show any difference in the performance of boys and girls in any subject taught even though girls outnumber boys in Year 3.

11. Pupils with English as an additional language make good progress and attain standards that are comparable with other pupils in the school once they have achieved a reasonable level of competence in English. This is due to their positive attitudes to learning encouraged by the school's positive ethos, careful pairing of pupils and additional planning by some class teachers. In most cases the majority of average and higher attaining pupils reach the standards they are capable of achieving because work is generally matched to their needs. This is an improvement on the previous inspection report which identified insufficient challenge for higher attaining pupils.

12. National test results for 1998 have been analysed in relation to gender and eligibility for free school meals but not for the performance of ethnic groups or the different attainment targets. This is an important analysis, which has the potential to provide valuable information to the school for raising standards even further. In response to this analysis, targets for improvements have been

appropriately set and agreed in English and mathematics. These targets were achieved in 1999.

20. **Attitudes, behaviour and personal development**

13.The attitudes, behaviour and personal development of nearly all the pupils contribute well to their attainment and progress and the quality of life in the school. Comments from parents both in the questionnaire and at the meeting prior to the inspection support this view.

14.Overall, pupils have good attitudes to their learning. They are keen to learn new things and enjoy coming to school. Pupils enthusiastically answer questions and contribute to class discussions. They show interest in their work, try hard and most are able to sustain concentration for long periods, although a small number find this difficult. Pupils present their work very neatly and like to explain what they have learnt to visitors. A small number of pupils display negative attitudes to their learning. This is usually due to the class teacher's failure to capture their interest.

15.It is important to note that during the inspection, noisy building work was being carried out immediately outside classrooms and pupils did very well to maintain their concentration in spite of this.

16.The behaviour of the vast majority of pupils is good. They line up sensibly in the playground and quickly move into school when instructed. Behaviour during morning prayers is exemplary. Pupils sit quietly and respond to opportunities for prayer and reflection sensibly and thoughtfully. In classes, it is more of a mixed picture and behaviour varies. In most classes, pupils are well behaved and this contributes to the progress they make. However, in some classes, pupils talk when their teacher is talking, fidget and distract one another and are silly during group work. This is usually due to the failure of the class teacher to establish clear expectations for their behaviour.

17.In the playground, pupils usually play well together, although there are occasional fights between some of the boys. Pupils are generally courteous and trustworthy and very friendly to visitors. They hold doors open and often pick up the belongings of others without being asked. Over the last three years there has been no cases of exclusions.

18.Pupils have good relationships with one another, with their teachers and other adults. Respect is shown for other people's feelings, values and beliefs. There is racial harmony in the school. In classes, pupils usually work well together in pairs and groups. They help each other with their work, often without being asked, as seen in a Year 3 literacy lesson when a more able pupil helped a less able pupil to understand what is required.

19.Pupils show initiative in their learning. For example, in a Year 4 history lesson, pupils had brought books in from home which they used to research occupations in Ancient Egypt to produce job adverts. They are willing to take on responsibilities which contribute to the life of the school. They all take turns to lead prayers and times of reflection in assemblies. Older pupils help younger ones with their reading and when they first start in the school. All pupils are involved in self-assessment.

20.Pupils who have identified problems with behaviour are usually managed well in class and during breaks. A few teachers do not manage these pupils well and their progress in lessons, as

well as that of the other pupils in the class, who are affected by their inappropriate behaviour, is not as good.

28. **Attendance**

21.As in the last inspection, pupils' attendance is good and this has a positive effect on pupils' attitudes and standards of attainment and progress. Attendance is higher than the national average. The school effectively promotes good attendance in consultation with parents, and holidays during term-time are discouraged. According to school records, pupils usually arrive punctually, however, this was not the case during the week of the inspection. Several pupils arrived late each day, albeit only by a few minutes. This meant they missed the beginning of morning prayers. Punctuality is also actively promoted by the school and parents are encouraged to ensure their child is in the playground by 8.45 a.m. each day.

29. **QUALITY OF EDUCATION PROVIDED**

29. **Teaching**

22.The overall quality of teaching is good and this has a positive effect on standards. In 88 per cent of lessons the teaching is satisfactory or better and in 49 per cent of lessons it is good or very good. This is a significant improvement since the last inspection when only a quarter of the teaching was judged to be good. Good and sometimes very good teaching is often found in the core subjects of English, mathematics and science. Nearly two thirds of the teaching observed in the literacy hours was good or better. Teachers' knowledge and understanding of the subjects they teach is good and they are successfully implementing the National Literacy Strategy. In most lessons, teachers make effective and pertinent teaching points to improve pupils' progress and raise levels of attainment. In the best lessons observed, teachers start with a lively and enthusiastic presentation and make good use of open-ended questions to check and challenge pupils' thinking and understanding. This was particularly noticeable in a Year 3 design and technology lesson about torch design where the teacher's introduction had the pupils spellbound and eager to start on the task provided. The good use made by many teachers of the plenary session also helps in the assessment of pupils' understanding and knowledge and further reinforces their learning.

23.Planning of lessons is satisfactory. It is good in English, mathematics and science but in some of the other subjects the learning intentions are not always clear and work is not always planned for pupils of different abilities. The planning of work for pupils with special educational needs is usually good and the work they are given takes into account the targets set in their individual education plans.

24.Most lessons are efficiently organised and all teachers have high expectations of their pupils' work and behaviour. These expectations are not always fulfilled when teachers do not have effective strategies for managing the behaviour of a small number of pupils. When the management of pupils is good they make significant progress in the lesson and over time. A particularly good example of this was in a Year 5 literacy lesson on scriptwriting where the teacher managed the class in a calm and controlled manner and the pupils worked quietly and diligently in groups with a minimum of direct supervision. These pupils made very good progress in their understanding and knowledge of the subject.

25.Good relationships are a positive feature of the school and most teachers have a good and profitable relationship with their pupils. They have well established classroom routines to which the pupils respond positively. Pupils are given responsibility to make decisions about their work

and they take such responsibilities seriously. Resources are used to good advantage in many lessons, particularly in the literacy hours where good quality books are often used to inspire pupils and encourage them to produce their best work.

26. Most teachers listen carefully to and respond well to their pupils. They help them to improve the quality of their work by giving useful and encouraging feedback and praise. Work is marked regularly and teachers often add some helpful remarks designed to point their pupils on to the next stage in their learning. Good questioning techniques are employed to assess what pupils know and to guide the teacher in planning future work at a level suited to the individual needs of the pupils. The provision of homework for pupils is very good and it is set regularly. All pupils receive homework on a regular basis and it includes spellings, reading, mathematics and work in other subject areas. The termly science project which pupils complete with their parents has a good impact on standards in the subject as well as raising its profile in the school. Overall, the good quality of the teaching and the good attitudes of the pupils to their work are significant and positive factors in promoting good progress and high attainment.

34. **The curriculum and assessment**

27. The school provides a broad and balanced curriculum for its pupils and meets the statutory requirements for teaching the subjects of the National Curriculum, health and sex education. Pupils are well prepared for the next stage in their education; reaching high standards in the core subjects of English, mathematics and science, having positive attitudes to their work and taking some responsibility for their learning through being given regular homework. The curriculum successfully promotes the intellectual, personal and social development of pupils.

28. The school has appropriate policies in place for all subjects. There are also schemes of work for all subjects and most of these, particularly in English and mathematics, ensure that the subject content is delivered effectively. This is a significant improvement since the last inspection when few schemes of work were in place. The weekly teaching time of 22.5 hours is below the recommended minimum of 23.5 hours but the school still manages to deliver all subjects in some depth. Some subjects, such as geography and design and technology, are not taught each week but are taught in alternate half terms and the programmes of study have been trimmed to fit the available time. Pupils, however, still receive worthwhile experiences in these subjects. Joint planning is undertaken by staff attached to each year group and this enables them to share their experience and expertise. Planning for the literacy hour is good and effective as it includes specific learning objectives that define exactly what it is the pupils are expected to learn and closely matches the work to the abilities of all pupils. Planning in other subject areas is not always as clear and does not always include learning intentions with work matched to the prior attainment of pupils.

29. The curriculum is equally accessible to most pupils. A few pupils, mainly those with English as an additional language, miss some curriculum work on a regular basis through being withdrawn from class for group work in English. Pupils with special educational needs are well supported in their classes by the special needs co-ordinator who works closely with the class teachers. Those pupils with statements are also given good support by a special needs assistant provided by the local education authority. Individual education plans are well constructed and have precise and realistic targets which are regularly reviewed. These targets are often included in teachers' planning and this ensures that these pupils make good progress.

30. The curriculum is enhanced by a number of good quality extra-curricular activities. Teachers give very willingly of their time to organise and run these activities and their efforts are very much appreciated by parents and pupils. There are clubs for mathematics, Latin, drama, football, computers and country dancing. The school holds an annual sports day and a number of pupils has successfully represented the school and local borough in competitive football, swimming and

rugby with boys and girls both taking part. The school was appropriately awarded a certificate of merit in 1998 for its excellent provision of after school activities. Music tuition is available for a limited number of pupils in violin, guitar and piano. The school has a popular and well attended annual production which includes dance, singing and acting of good quality.

31. The school has a number of formal assessment procedures in place which are often used to inform planning. These are better developed in English and mathematics where they are used effectively by teachers to provide pupils with work closely matched to their prior attainment. Assessment in other subject areas varies and in some subjects, such as music, very little recording of individual achievements takes place. The school has a clear marking policy which is generally adhered to by teachers. The use of optional National Curriculum tests for younger pupils in English and mathematics has enabled teachers to identify areas which need to have more input to improve the levels reached by their pupils. The regular assessing of reading, spelling and handwriting has proved to be very useful in informing planning and raising standards in these areas. Pupils are also encouraged to make accurate self-assessments of their work and set realistic personal targets for the future. Samples of work by individual pupils in English, mathematics and science are kept and build up a useful picture of the progress made over time. Pupils with special educational needs are identified early in their school career and are regularly and thoroughly assessed to provide work at the appropriate level. Reports to parents meet statutory requirements and include national curriculum levels in English, mathematics and science. In some subject areas they often inform parents of what their children can do but in others it is only a list of aspects of the subject the pupils have experienced over the year.

39. **Pupils' spiritual, moral, social and cultural development**

32. The school's provision for pupils' spiritual development is good overall. Pupils are encouraged to reflect on their own beliefs and values and those of others during assemblies. The daily act of collective worship meets requirements, being broadly Christian over a period of time, whilst taking notes of festivals in other religions. Religious education lessons make a good contribution to spiritual development, and pupils are also encouraged to explore their thoughts and feelings in creative writing including poetry, discussions in lessons such as history, where pupils imagine what it was like to be alive in the period they are studying. Special opportunities are provided where pupils take part in carol services at Westminster Cathedral and Remembrance Services at a local cemetery. There are, however, few planned opportunities in other subjects of the curriculum to promote pupils' spiritual development.

33. The school's provision for pupils' moral development is good overall. When pupils start school they are given clear guidance of the difference between right and wrong, acceptable and unacceptable behaviour. All adults in school set a good example and relationships are generally good. Pupils understand the school rules and the system for rewards and sanctions and these are reinforced well by all staff, including the midday supervisors. Pupils generally observe them well. Very rarely, teachers do not treat pupils with respect because there is insufficient guidance on behaviour management.

34. The school's provision for social development is very good. Pupils are given a wide range of responsibilities to aid this. For example, pupils in Year 6 prepare the hall for assembly each day, they help younger pupils settle into the school and they listen to readers. All pupils are given the opportunity to lead the rest of the school in prayer and reflection each morning, which is very good practice. In classes, pupils are given general duties to perform and their personal development is effectively promoted through independent study skills. Pupils are supported in their efforts to raise money for national and international charities, such as Help the Aged and the Catholic Association for Overseas Development. Although there is no formal programme for personal and social education, pupils are given the opportunity to discuss moral and social issues

in lessons and at assemblies. The annual retreat provides further support for social development.

35. Pupils are taught to relate positively to others and are effectively developing an understanding of citizenship. Many opportunities are provided for pupils to work collaboratively in classes. For example, in a Year 6 science lesson pupils worked together to determine the impact of friction on different surfaces. Pupils' social development is enhanced by the arrangement whereby pupils eat their lunches in mixed age "houses" rather than year groups. The school shares its Harvest Festival, Christmas and Easter celebrations with the local community and co-operates well with the parish in its sacramental programmes. The school reaches out to local residents who are welcomed into the school to act as oral witnesses for history.

36. The school's provision for cultural development is good and has improved since the previous inspection. The school actively seeks to enrich pupils' knowledge and experience of their own and other cultural traditions. In art, pupils study the lives and works of famous artists past and present whilst music makes a strong contribution to multicultural education as, for instance, when South American music is used in assemblies. The school is twinned with a school in Italy and pupils' knowledge and understanding of another European culture is developing well. Pupils are taken to the Globe Theatre, have participated in book fairs and have listened to a group of multicultural storytellers. The use of multicultural texts in the literacy hour is well developed. During Book Week, pupils have the opportunity to work with established writers, and the contribution of other cultures to mathematics is recognised and appreciated.

44. **Support, guidance and pupils' welfare**

37.The school provides effective support and advice for all its pupils. There are arrangements in place for settling new pupils into the school and older pupils are supported as they transfer to secondary school. Staff know pupils well and take good care of them. Procedures for monitoring each pupil's academic progress, personal development, behaviour and attendance are in place and impact positively on pupils' attainment and their ability to cope effectively with everyday life in the school.

38.Whilst monitoring of pupils' performance in some subjects is effective, there are some procedures which need to be improved. Registers are not checked for accuracy of completion and codes are not being applied consistently throughout the school. First aid records are kept for all accidents which occur, but details of treatment given are not currently recorded.

39.There are effective measures to promote discipline and good behaviour. These are guided by a policy which clearly outlines the school's approach. The policy expects high standards from staff as well as pupils. Class teachers generally have high expectations of good behaviour and manage pupils well, although this is not the case in all classes. Where teachers do not manage behaviour effectively this impacts on the quality of learning and the progress of pupils is adversely affected.

40.At break and lunchtimes, staff manage behaviour well. However, in the early part of the week of the inspection, there were insufficient staff on duty in the playground at lunchtimes. This led to a few incidents occurring which were not satisfactorily resolved. These continued into the afternoon and disrupted learning.

41.Incidents of harassment and bullying are rare. Those that do occur are closely monitored and dealt with swiftly and effectively. Parents are involved if appropriate. Anti-bullying posters are on display around the school and pupils express confidence in staff to deal with any problems which occur. Assemblies cover bullying and pupils have seen an anti-bullying production called "The Well Hard Show". Year 6 pupils work on the Diary of Anne Frank as part of their work on racism.

42.The school has effective child protection procedures. The headteacher is the designated teacher. Both he, and the special educational needs co-ordinator have received training in this role. All staff are aware of the signs to look for and to whom they report any concerns they may have.

43.Arrangements are satisfactory for promoting the health, safety and general well-being of pupils. There is no school policy but practice is guided by a brief policy produced by the governing body and instructions in the staff handbook. First aid is administered appropriately and sensitively and nearly all staff have received recent training. Pupils who are unwell are often kept at school rather than collected by their parents. This means the Welfare Assistant spends time looking after them rather than assisting the work of the school more productively.

44.Lunchtimes are well managed. A very pleasant atmosphere is created in the dining room. Outside, staff play games with the younger pupils which helps to keep them occupied. Older pupils are provided with games equipment and a sensible rota is in place for the use of the playground. Staff from St John's Ambulance and the local police have visited to talk to pupils about personal and road safety.

45.Pupils with special educational needs are identified early in their school life and teachers work closely with the special needs co-ordinator to produce good quality individual education plans for pupils. There are two statemented pupils on roll who are appropriately supported by a special needs assistant provided by the local education authority.

53. **Partnership with parents and the community**

46.The school has a very effective partnership with parents. They are made to feel very welcome in the school and are very supportive. Several attend morning prayers, help in classes and the library, and with educational visits. There is a very active Parent Teachers' Association which provides generous financial support to the school. In addition, many parents donate money termly to school funds as well as annually towards the building fund. Weekly coffee mornings are held to enable parents to meet each other.

47.There is a recently produced home/school agreement to which parents are in the process of responding. Parents are supportive of homework and like the contact with their child's class teacher which homework and reading diaries give. Parents find staff approachable and accessible. Class representatives have recently been established and they form an additional, valuable link between parents and the school.

48.The information that the school provides for parents is good overall. Parents feel well informed. They are invited to termly open evenings to discuss their child's work, and parents of pupils with special educational needs are invited to more frequent reviews. Annual reports on each pupil's progress have improved since the last inspection and are now good. They include strengths and weaknesses in English, mathematics and science and targets are usefully set for future developments. Parents find comments useful.

49.General information is provided through newsletters and a useful diary of events is issued. In addition, each class teacher gives details of the curriculum areas to be covered each term as well as homework tasks to be set. This is very good practice. A range of useful booklets has been produced on the curriculum, special educational needs and bullying. The prospectus is a high quality publication that clearly states the school's ethos and aims. It thoroughly explains all aspects of the school's life and is very informative. The joint governing body's annual report is well written but does not include all the information that it should.

50.The school's work is enriched by links with the local community. Haringey Cricket Club and Tottenham Hotspur Football Club both provide coaching for pupils in Years 5 and 6. Bruce Castle Museum has been visited by pupils in Year 3 to support their history work and Year 5 pupils have visited Tottenham Marshes for geography. Such visits contribute to pupils' attainment and their personal development. There are links through the Haringey Business Partnership with Bridisco which have led to the making of a sensor controlled floor robot. Close links exist with the church, and the parish priest and sister assist with assemblies.

51.Pupils with special educational needs have individual education plans which are regularly reviewed and parents are fully involved. The very few parents who are unable to attend review meetings are kept fully informed of their child's work and progress.

59. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

59. **Leadership and management**

52.The headteacher is a caring and conscientious leader who has been successful in establishing a positive ethos in the school and developing a supportive community in which high academic standards can be achieved. He is fully supported by the deputy headteacher. Their individual strengths complement each other well and they work successfully in partnership. Together with

staff they share a strong commitment to raising standards.

53.School governors show commitment to, and support for, the school. They have formed appropriate committees, which gives them an oversight of the school. Some governors have undertaken training to develop greater understanding of their role, for example, the numeracy and literacy governors. This is a positive development. Although their involvement is increasing, the governing body at present do not involve themselves sufficiently in planning or setting priorities, in monitoring the quality of education provided by the school or evaluating the effect of the priorities on pupils' learning. The majority of statutory requirements are met with the exception of some minor omissions from the Governors' Annual Report to Parents and the school prospectus.

61.

54.Although monitoring and evaluation has enabled the school to raise standards significantly in the core subjects further rigorous development is necessary. Procedures are not yet clearly established. Neither teachers' planning nor classroom provision has been evaluated recently and the non-contact time allowed for monitoring pupils' attainment and progress is not consistently used for this purpose. The lack of effective monitoring of the curriculum has a direct effect upon the standards of pupils' work especially in the classes where the provision is inconsistent. Several subject co-ordinators are new to their areas of responsibilities. Three are new to the school, two of whom are newly qualified teachers. Consequently, many lack experience and training in monitoring pupils' attainment and progress. This limits their effectiveness. However, they are given sound guidance about their subject areas and are keen to make improvements.

55.Special educational needs is well managed with good provision and the requirements of the Code of Practice are met. The number of pupils with special educational needs has increased since the previous inspection. The co-ordinator keeps careful and up-to-date records and effectively liaises with the school staff, parents, the local authority and other support services. There is a designated special needs governor who has an overview of the provision but has little contact with the co-ordinator. More detailed information about the school's provision for special educational needs is needed in the school prospectus.

56.Nearly all policies and schemes of work are in place for curriculum areas in order to guide and support teachers in their planning. An appropriate rolling programme for the review of subject policies and schemes of work has been closely followed over the last few years and incomplete ones for the current year are clearly set out in the school development plan. The school has very successfully introduced the National Literacy and Numeracy Strategies.

57.The school has a very good ethos, which contributes significantly to the very effective learning environment. The school's aims are clear, are shared by staff, governors and parents and are successfully reflected throughout its work. Parents appreciate the work of the school and are very supportive of its aims and values. Pupils respond appropriately to them. The addition of an aim specifically stating the school's desire to promote high standards of pupils' attainment would better reflect what is actually happening in practice. There is a commitment to equal opportunities, particularly in the encouragement given to pupils with special educational needs and to pupils for whom English is an additional language. Pupils are clearly valued and their cultural diversity accepted as a positive feature of the school.

58.The school plans well for change and its development plan is a useful document covering a period of one year in detail set within a three-year span. This has improved since the last inspection. Priorities and targets for development are appropriately identified through consultations with staff and a review of developments to date. They are costed, appropriately identify the people responsible for them and give deadlines for completion. The headteacher monitors targets identified and all are on schedule. The plan is the product of staff discussions,

and although it is presented to the governing body for discussion before it is finalised, governors are not fully consulted in the initial stages or in the evaluation at the end of the year, neither are they involved in monitoring the progress of the plan. The governing body's role of providing strategic direction for the school is underdeveloped.

59. The school has addressed all of the key issues identified in the previous report although some of the important weaknesses have not been fully addressed. For example, the role of co-ordinators is still underdeveloped and governors still do not have any clear strategies to monitor value for money gained from their spending decisions. The school has sound capacity to improve.

67. Staffing, accommodation and learning resources

60. There are sufficient staff with a range of experience to teach the National Curriculum. All classes have 30 pupils with the exception of one. There is a part-time special educational needs co-ordinator who does not have classroom responsibilities and provides non-contact time for other teachers as well as in-class support for pupils with special educational needs. Several teachers are only recently qualified, but provide a good quality of education for the children in their class. In addition, there are two newly qualified teachers.

61. There is an adequate number of support staff to meet the needs of pupils in the school. The school employs a Welfare Assistant for 32 hours per week. She spends half her time on administrative duties and the rest on first aid and nursing ill pupils. The school has not assessed the value of this and whether she could be better deployed to support the work of the school. Similarly, lunchtime staff are paid to stay an extra 30 minutes each day and perform general classroom duties. This has also not been reviewed to see if this is the best use of their time.

62. Arrangements for the induction, appraisal and professional development of staff are satisfactory overall. Newly qualified teachers feel well supported by other staff. They plan with their parallel year group teacher, who is also their mentor. This is working well, however their teaching has not been observed by the senior management team or subject co-ordinators. As a result they have not had any feedback on the quality of their practice nor have areas for development been identified. This aspect is not fully developed and is lacking as part of their induction procedures. Staff appraisal is in place and informs the identification of training needs as well as sets targets for future development.

63. Due to recent staff changes, several subjects are being co-ordinated by teachers new to the school. Although in some subjects the co-ordinator role is clearly defined overall their duties are not being fully implemented.

64. The school has a special educational needs co-ordinator who works in the school for two days each week. She gives effective support to teachers and works closely with them and the special needs pupils in their classes. She effectively assesses pupils and keeps comprehensive up-to-date records.

65. The school is undergoing major building works to enable three-form entry from September 2001. This has led to alterations to exits and entrances of the existing building and modifications to external areas. Staff and pupils manage exceptionally well with the noise and dust caused by this work.

66. The current accommodation allows the curriculum to be taught effectively. Classrooms are a reasonable size and the hall is adequate. The library space is too small to enable whole classes to be taught research skills, as it is located in a corridor. The school has its own medical room and a resource room, which is also used for small-group work. Externally, there is adequate

space for physical education and for pupils to play at break and lunchtimes. The pond and wildlife area have been removed during building works although they feature as part of future plans. The accommodation is overseen by a committee of the governing body and it is actively involved in the new building programme.

67. Learning resources are adequate for the school's curriculum and the range of pupils. This is an improvement since the last inspection. Resources for English are good and there is good quality library book provision. Resources for pupils with special educational needs effectively support their education.

75. The efficiency of the school

68. The efficiency of the school is good overall and has been maintained since the previous inspection. Financial planning is sound and available funding is appropriately targeted towards meeting the agreed priorities in the school development plan. Currently, the financial plans do not take a sufficiently long term view of the school's position to support educational development beyond the current year. The preparation of the budget is soundly based on information which combines an analysis of the last year's expenditure, reviews the targets achieved and includes the forecast for the coming year. Staff with management responsibilities are appropriately involved and curriculum co-ordinators have a delegated fund which they manage effectively. Good use is made of the annual income for the benefit of pupils on roll while maintaining a contingency for future changes.

69. The budget is appropriately managed by the headteacher, in conjunction with the school secretary and school support officer. Monitoring procedures are sound and the headteacher regularly checks that there is a match between the planned budget and the actual expenditure to ensure that the current year's budget is on target. The finance committee maintains an overview but plays a limited role in closely monitoring spending decisions.

70. Governors are committed to the school and keen to support its improvement. There is an appropriate finance committee which meets regularly to consider the school's finances and approve spending. However, there are no specific terms of reference and the finance group of the governing body is not sufficiently involved in the decision making nor has a secure understanding about the patterns of expenditure and the reasons for them. Currently, there is no formal procedures to evaluate the impact of spending decisions on pupils' attainment and progress, an area of weakness identified in the earlier inspection report. However, governors are aware that they are not sufficiently involved in the financial planning and management of the school.

71. The deployment of teaching staff is good and this has a positive effect on standards and progress. The mix of experienced and newly qualified teachers in the same year groups provides an effective blend of skills. The support assistant provided by the local authority to work with two statemented pupils is used effectively by the school and helps the pupils make good progress. The school's special needs co-ordinator also gives good support to pupils in their classes. The school does not employ any other staff to work with special needs pupils. However, not all support staff are sufficiently involved in the classroom.

72. Lessons at the start of the day usually begin promptly and teaching time is generally used well. The accommodation is used effectively and there are planned major developments which when completed will further increase the effectiveness of the accommodation. Resources are well organised, sensibly deployed and used effectively to promote pupils' learning.

73. Funds delegated for pupils with special educational needs are targeted appropriately and this has a markedly positive effect on the progress that such pupils make. Staff development funding is used effectively to support a programme which ensures the needs of the school are met. The school makes good use of the significant extra funds contributed by parents to improve the range of resources and equipment available for pupils. The school generally makes effective use of its available resources to promote pupils' learning.

74. The school administrator is friendly and efficient and provides good support in ensuring the smooth running of the school. There are clearly established daily routines and tasks are effectively carried out. Procedures for ordering stock and major items of equipment and paying suppliers are simple, well established and secure. The school has effective systems to ensure the cost effectiveness of the goods and services that it purchases and seeks several quotations for major items of expenditure before making a choice. The school's voluntary fund is kept separate from the main school budget and has been audited independently. However, no audit of the school's financial systems has been carried out by the local education authority for some considerable time. The school has still to complete its inventory of stock.

75. Taking all factors into account, including pupils' attainment on entry, the progress made by pupils, the below average level of funding available and the quality of education provided, the school offers good value for money. This is an improvement on the previous inspection when the school was judged to provide sound value for money.

83.

83. **PART B: CURRICULUM AREAS AND SUBJECTS**

83. **ENGLISH, MATHEMATICS AND SCIENCE**

83. **English**

76. Standards of attainment in English are good and above those expected nationally at the end of Key Stage 2. The results of the 1998 National Curriculum tests show that 85 per cent of pupils achieved Level 4 or above, which is well above the national average and very high when compared to schools with pupils from similar backgrounds. Thirteen per cent of pupils achieved Level 5 which is close to the national average and above the average for similar schools. Results from the 1999 tests indicate that standards have been maintained and the percentage of pupils reaching Level 5 has increased significantly to 23 per cent. The school has made tremendous improvements in standards in English since the last inspection when pupils were judged to be achieving standards in line with national expectations.

77. Pupils have good speaking and listening skills. The majority listen attentively to their teachers, join in class discussions and answer questions clearly and thoughtfully. Pupils willingly discuss their work and can explain what they are doing in great detail using the correct vocabulary where appropriate. In their conversations with each other and with adults they listen to other points of view and respond with suitable comments of their own. The literacy hour provides good opportunities for speaking to an audience as was seen in a Year 4 class where a group of pupils read a drama script confidently and with good expression, to their fellow pupils. The development of pupils' speaking and listening skills is well supported in other curriculum areas where they are often given opportunities to join in discussions, express their opinions and answer questions. Pupils are encouraged to read out loud in assemblies, take speaking roles in the school productions and many Year 6 pupils attend the drama club which further develops their confidence and ability in speaking to an audience.

78. By the end of Key Stage 2 standards in reading are above those expected nationally. Pupils read a variety of texts accurately and with enjoyment both in school and at home. More able readers can compare books they have read, discuss the content or plot in depth and express clear preferences for a particular author. Older pupils have well developed library skills and can use books for independent research with confidence. Pupils in Year 5 successfully evaluate a selection of non-fiction books to identify which gives the clearest and most helpful instructions to the reader. During the literacy sessions pupils are introduced to a wide range of interesting texts such as excerpts from books by Charles Dickens and understand the storyline and empathise with the feelings of the characters. Year 6, reading a passage from Oliver Twist, could understand and explain how Oliver felt when asking for more food.

79. Attainment in writing by the end of Key Stage 2 is good and above national expectations. Of particular note is the very good quality of the handwriting. Pupils write in a variety of styles and for a range of purposes. They write letters, both formal and informal, good quality poems and stories and produce interesting and informative writing from their research work in other subjects such as history. Spelling is accurate and many pupils write with good punctuation and grammar. Their presentation skills are well developed and they produce many attractive and eye-catching pieces of work which are often prominently displayed in their classrooms and around the school. Pupils with special educational needs attain standards in writing which are often above expectations.

80. Pupils make rapid progress in all aspects of English from their earliest days in the school, and this good progress is sustained across the key stage. It is particularly good in handwriting. They make good improvements in their reading ability and this is linked to the good teaching which the

pupils receive and the importance given to reading by the school. This is further improved by the interest which many parents show in their children's reading. The good progress pupils make in speaking and listening is due to the many opportunities provided for them to express their opinions and speak to a variety of audiences. Pupils are encouraged by their teachers, and given many opportunities, to write in a range of styles with very good presentation of their work. This has a positive impact on the progress of pupils of all abilities, including those with special educational needs, who are given tasks closely matched to their abilities.

81. The pupils' attitudes to English are good. They enjoy all their work and are enthusiastic readers. The majority listen carefully to their teachers, contribute sensibly and thoughtfully to discussions and work well in pairs or small groups. This was most evident in a Year 4 class writing their own scripts after reading the story of Red Riding Hood. The pupils worked with obvious pleasure and displayed high levels of concentration throughout the lesson. Behaviour in English lessons is usually good or very good although the behaviour of a few pupils in some classes was not well managed by the teachers and had a detrimental effect on the progress made by the rest of the class.

82. Overall, the quality of teaching is good. It is usually at least satisfactory and nearly two thirds of the teaching is good or better with teachers having high expectations of work and behaviour. In the best lessons the teachers set clear objectives, pitch the work at the correct level, are enthusiastic about the subject and keep their pupils on task. Where teaching is less effective, teachers do not manage inappropriate behaviour adequately and pupils are not kept fully involved and concentrating. Teachers plan their lessons thoroughly and follow the framework of the national literacy strategy in the daily literacy hour. At the end of literacy sessions all teachers check pupils' understanding and progress. Questioning of pupils is good and used effectively to make pupils think about their work and to assess their knowledge.

83. The requirements of the National Curriculum are fully met. The school follows the National Literacy Strategy on which the teachers' planning is based and this provides for continuity and progression in pupils' learning. There are good assessment procedures in place to track the progress of individual pupils, help to plan future work and to identify areas of the subject which may require further development. Resources are good and used effectively by teachers, particularly in the literacy hours. The school library has a good stock of high quality fiction and non-fiction books which are well used by pupils for their own independent reading and for research. Reading texts for pupils with special educational needs are appropriate to their age and experience.

91. **Mathematics**

84. The results of the 1998 National Curriculum assessments for pupils who have since left the school showed the percentage of pupils attaining Level 4 and above exceeded the national average, whilst the proportion of pupils reaching the higher Level 5 was close to the national average. There was no significant difference in the performance of boys and girls whose attainment was also close to the national average. Standards exceed those of similar schools. The trend over time (1996-1998) indicates pupils' performance close to the national average. The 1999 National Curriculum assessments results confirm improving standards at both levels with the vast majority of pupils attaining well above the 1998 national average and with almost half of them reaching the higher level. [There are currently no published national comparative figures for 1999].

85. Inspection evidence from the present cohort of Year 6 pupils, based on lesson observations, discussions with pupils, a limited scrutiny of past work and teachers' planning, indicates that by the end of the key stage, standards are above the national expectations in all strands of

mathematics. This improvement in standards since the earlier inspection is partly due to the good quality teaching, the setting of pupils for teaching and the recent implementation of the numeracy strategy. The difference between inspectors' judgements and the 1999 cohort of pupils is partly due to the fact that judgements are based on a different group of pupils in the current year and a wider range of work being tested than in national tests. The school has identified this cohort as having a higher percentage of pupils with special educational needs than the previous year.

86. By the end of Key Stage 2 the majority of pupils have a good recall of number facts, handle numbers competently and use this knowledge to solve problems of increasing complexity. They successfully carry out four-figure and five-figure addition and subtraction and correctly multiply and divide two and three-figure numbers using their own and taught methods of calculations. They accurately name and classify a variety of three-dimensional shapes and know the relationship between fractions and percentages. Most pupils understand that per cent is a measurement of a quantity out of a hundred and apply this knowledge to calculate percentages. They add and subtract simple fractions accurately and are developing a sound understanding of equivalent fractions whilst higher attaining pupils work soundly with complex fractions. They have a good grasp of using decimals in adding and subtracting and accurately calculate the perimeter and area of simple shapes. Pupils use the language of probability and interpret information using words such as, "chance, certain, likely and unlikely." They collect data and present their findings in the form of line graphs or frequency tables and sometimes use the computer to produce pie charts and bar charts.

87. Pupils use their mathematical skills to good effect in other subjects when given the opportunity. For instance, in science they use their knowledge of graphs and record their results accurately. In design and technology they practise measuring when constructing their 'Super Scoop'. The absence of a numeracy policy which clearly specifies the use of numeracy across the curriculum, however, means that good practice is patchy in other subjects. By using mathematical vocabulary accurately, all pupils develop their literacy skills well through discussions of their work. They confidently explain their ideas and talk about how they carry out calculations. A good example of this was seen in a Year 3 lesson where pupils confidently explained the methodology used for adding three digits.

88. Overall, pupils make good progress in mathematics with very good progress in number work and mental calculation skills. No time is wasted with pupils regularly chanting their tables throughout the day. As a result all pupils broaden their abilities to find different mental strategies for adding and subtracting. Their mathematical vocabulary and their ability to explain mathematical ideas are extended through class discussion. Pupils with special educational needs and those of prior lower ability make good progress due to the quality support and planning, and their class teachers' awareness of their individual needs.

89. Pupils' attitudes to mathematics are good. They respond eagerly during class discussion and are willing and confident in explaining their methods orally. They enjoy the challenge particularly in mental arithmetic questions, display good levels of concentration and are keen to succeed. This was particularly noticeable in a Year 6 class where all pupils participated with enthusiasm during a mental mathematics session and were very eager to improve on their previous performance. Most pupils concentrate well on problems they have been set and work well without continued teacher support. They are proud of their achievements and willingly discuss their work showing a sound understanding of the topics covered. In the majority of lessons, pupils are confident, industrious and persevere. However, a minority of pupils lack appropriate levels of concentration and are sometimes disobedient. These pupils take a long time to settle to their work and time is wasted. Overall, the good attitude by the majority of pupils to mathematics has a very positive impact on their efforts and is a significant factor in promoting the good progress made. Pupils with special educational needs enjoy interaction in small support groups and make good efforts to succeed.

90. Based on previous work and planning, discussion with pupils and staff and an analysis of pupils' past records, the quality of teaching in mathematics is good. However, teaching observed during the inspection was sound with some good features. The best lessons are well organised, crisply delivered and incorporate good support for pupils with special educational needs. Most teachers have good subject knowledge in number and plan clearly what the pupils should learn according to their abilities. However, in a minority of classes, teachers set work that is at the wrong level for pupils' understanding and this hinders their progress. Teachers generally manage their pupils well and have high expectations of both their work and behaviour. Occasionally, teachers have a limited range of effective strategies for behaviour management and as a result the lesson objectives are not achieved. Teachers use questions effectively to ensure the active participation of all pupils. They use a mix of formal class teaching, group teaching and a review of work done. This encourages the discussion of mathematical ideas and enables most pupils to make good progress. However, when higher attaining pupils sit through lengthy explanations of ideas that they have already grasped they make inadequate progress in their understanding and some then lose interest. Homework and information technology are used most effectively to support all aspects of the mathematics curriculum.

91. The co-ordinator is knowledgeable and gives sound leadership in mathematics. She provides support to colleagues through training, guidance and resources and as a result the introduction of the numeracy strategy has been well managed. Statutory requirements are fully met and resources are now sufficient to deliver the full curriculum. This was an area of weakness identified in the previous inspection. Pupils' understanding is tested by careful questioning and teachers make good use of informal assessment on a continuous basis as well as maintain records of work covered in mathematics. There are, however, no records of individual pupils' understanding of mathematics from which to determine specific learning targets. Nor are there portfolios of pupils' work in mathematics to provide guidance for teachers when matching work against National Curriculum levels. Although the school uses the optional national tests for all pupils the results have not been analysed to show differences in the attainment of different groups of pupils, for instance boys and girls, pupils from different ethnic backgrounds or performance in the different aspects of mathematics. As a result, this important analysis is not used to inform curriculum planning. Some informal monitoring and evaluation of pupils' work occurs, but this is not sufficiently extensive.

99. **Science**

92. Attainment in science is good. This is an improvement in standards since the last inspection when attainment was judged to be satisfactory. The end of Key Stage 2 national tests in 1998 showed that 72 per cent of pupils attained Level 4 or above which is in line with national standards and above compared to schools of a similar type. The 1999 test results indicate that standards have risen even higher with 87 per cent achieving Level 4 or above and 42 per cent reaching Level 5. The levels of attainment in science have been rising year on year since 1996. The combined data for the three years 1996 to 1998 show that there are no significant differences in the attainment of boys and girls.

93. By the end of the key stage pupils have a good understanding of the concept of a fair test and can organise and conduct their own experiments, for example, to test a range of materials for the effects of friction on a brick. Pupils understand the difference between reversible and irreversible changes through their investigations into what happens when a variety of materials such as wax, chocolate, sugar and margarine are heated over a candle flame. They know how to construct a circuit to operate more than one device and can draw their circuits using correct symbols. Pupils separate mixtures by filtering and understand the process of evaporation to recover salt from a solution. They know that some materials are better than others when used for sound insulation.

Pupils predict what they think will happen in an investigation, record their results accurately and draw conclusions from their observations.

94. Pupils make good progress through the key stage. They make particularly good progress in investigative skills as they are given many opportunities to conduct experiments as they move through the school. This is a significant improvement since the last inspection when investigative skills were judged to be underdeveloped. Pupils also make good progress in their knowledge and understanding of electrical circuits. This was clearly seen in a Year 3 class where pupils could explain the importance of a complete circuit for a bulb to light up and that some materials were better conductors of electricity than others. These pupils had also made their own switches including a pressure switch using foil. The progress of pupils with special educational needs is also good as they are given tasks and recording sheets well matched to their abilities.

95. Pupils respond well to the subject and are keen to learn. Their enthusiasm is often infectious as was seen in a Year 5 investigation about changes where all the pupils displayed tremendous interest and were totally focused on their practical work. Pupils handle equipment carefully and safely. They answer questions thoughtfully and are willing to make sensible contributions to class discussions. Relationships are good with their teachers and one another and they listen thoughtfully to other points of view. In all lessons pupils behave well and concentrate on their work.

96. The quality of teaching is always satisfactory and often good. Teachers have a secure subject knowledge and use this to inform and enthuse their pupils. Lessons are well planned and often imaginatively presented to gain and hold the immediate attention and interest of their class. One example of this was a Year 4 lesson about sound where the teacher had set up a sound sensor linked to the computer. The pupils were fascinated and it focused their attention immediately. Teachers have high expectations of work and behaviour to which pupils respond positively. Teachers assess their pupils' understanding of science throughout lessons by asking searching questions and use the answers to help move pupils on to the next stage in their learning. There are good quality displays in many classrooms, some of them interactive to allow pupils to experiment further. Displays often include pupils' work which encourages good presentation and shows that their efforts are valued.

97. The co-ordinator gives good leadership in the subject and is extremely knowledgeable. He has devised some very helpful resources for colleagues such as revision cards which can be used to consolidate pupils' knowledge of important scientific facts. A science evening for parents has been held which was very popular and well attended. There are also good links with pupils' homes through the SHIPS scheme which provides a planned activity each term linked to the class science topic for the pupils to complete with their parents at home. The co-ordinator does not monitor the planning by year groups or the delivery of the subject but is aware of the need for monitoring the provision and has plans in hand to address this. Resources are adequate to deliver the full curriculum and are readily accessible to teachers. Science is making a good contribution to mathematics through the collection, recording and displaying of data in tables and graphs.

105. **OTHER SUBJECTS OR COURSES**

98. Owing to the school's policy of teaching the foundation subject for a blocked period, few lessons were observed in some of the foundation subjects. Further evidence was obtained from a scrutiny of pupils' work, displays, teachers' planning and discussions with pupils.

106. **Art**

99. Few lessons were observed during the inspection. Judgements are formed from a scrutiny of teachers' planning, photographic evidence, display work and lesson observations. These demonstrate that the pupils experience a range of materials and activities in their art lessons throughout the school, and that the standard of art in some aspects is around that expected of pupils of a similar age. These activities include drawing, painting, collage and printing with much of the work in art being suitably linked to other areas of the curriculum. There is, however, a difference in the quality of work in the various strands of art.

100. Examples of work in the art portfolio include attractive pictures of fruit by pupils using pastels, which show that pupils pay careful attention to shape and colour. Some pupils in Year 4 create their own design on tiles with simple and effective patterns whilst a parallel class make and use stencils. Year 5 make a collage linked to the Tudors, choosing from a variety of materials and giving reasons for their choices, for instance, when making a model of Henry VIII. They experiment with a variety of colours and shapes to create attractive appliqué collages of the art of regions of Africa, in particular, Benin. Year 6 pupils use a simple cross stitch to make samplers in the style of the Victorians. By the end of the key stage pupils observe the work of other artists such as Renoir, Matisse and Kandinsky and incorporate the techniques into their own work. They gain inspiration from looking at Hockney's work for a photomontage. Throughout the school, however, insufficient attention is given to teaching the progression of skills.

101. Pupils make satisfactory progress through the key stage, but their progress is uneven in the different areas of art. The evidence from the art portfolio indicates that progress in drawing and painting, for example, is better than in modelling. In some lessons, teachers' enthusiasm for the subject and confidence in demonstrating specific skills ensures that pupils make good progress. A good example is seen in a Year 4 class where pupils further develop their printing skills and make appropriate changes to improve the quality of their work after consultation with the teacher.

102. Pupils' response to art is good and they clearly enjoy this subject. They listen carefully when techniques are being explained and join in discussions willingly, giving sensible opinions on questions about their own or other pupils' work. The majority take pride in the finished product and concentrate well in order to produce their best work. There is good collaboration when sharing materials as in the Year 5 lesson on making collages. In all lessons, pupils with special educational needs are fully involved.

103. Overall the quality of teaching is satisfactory. There are examples of both very good and unsatisfactory teaching. The best teaching takes place when the planning clearly shows details of the activities to be covered and the skills to be taught. The introduction to the lesson is used well, ensuring the pupils fully understand what is expected of them. In these lessons, teachers show a secure understanding of art, techniques are clearly demonstrated and good levels of support are provided for pupils who are less confident in their art skills. There are high expectations of the pupils' standard of work, with the prompting of individuals, helping them to think for themselves how their work can be improved without interfering in the creative process. Where teaching is less effective, pupils do not clearly understand what they are supposed to do or why. They are given insufficient opportunities to learn from their own mistakes. In these lessons, some pupils display challenging behaviour to which the teacher is unable to respond appropriately because of insufficient guidance on managing behaviour.

104. The co-ordinator is new to the school as well as the post of responsibility. She is knowledgeable about the subject and has a clear view of how it will develop. The school currently uses guidance from the local authority as a basis for delivering the art curriculum but this has not been adapted to take on board the school's revision of time allocation. As a result there is no structured approach to the development of pupils' skills and the use of sketchbooks to

record pupils' ideas and themes is insufficiently emphasised. The subject is taught in half-termly units, alternating with design technology. The use of information technology is developing appropriately. The displays of pupils' work are colourful and very effective in creating a bright and stimulating environment but this is not consistent throughout the school. At present there is no systematic evaluation of planning, monitoring of teaching or a system of recording progress and attainment against National Curriculum criteria. Sampling of work has started but this is not up to date and its usefulness is limited because they do not indicate the attainment target or programme of study to which the work is linked. The subject makes a satisfactory contribution to pupils' spiritual and cultural development.

Design and technology

105. Standards in design and technology are as expected for the age and ability of the pupils. Pupils follow the correct procedures of designing, making, testing, refining and evaluating in all their work. This is an improvement since the last inspection when standards in designing were below expectations. In Year 3 pupils successfully design and make their own working torches having previously investigated and analysed commercially produced models. Pupils in Year 5 make interesting working models using a variety of lever systems to operate moving parts such as arms and legs. These are thoughtfully designed and effectively made out of card. Year 6 pupils measure accurately and make a frame of wood to hold their work in art. They know how to use a range of tools and handle them safely.

106. Progress in design and technology is satisfactory and pupils improve their knowledge of the properties of a variety of materials as they move through the school. Progress in product evaluation is steady and older pupils have evaluated packaging and designed their own to hold securely such things as lego and a computer scanner. Pupils with special educational needs also make satisfactory progress and are often well supported by their peers in group work.

107. Pupils thoroughly enjoy their work and discuss the details of their designs at length. They relish a challenge and persevere to make their finished product as effective as possible. Pupils in Year 5 spent much time deciding on the best system of levers to use to make their models work effectively. Behaviour in lessons is always satisfactory and often good or better.

108. Teachers plan work in design and technology which is appropriate for their pupils and use resources to good effect. The quality of teaching is always satisfactory and sometimes good or very good. Where the teaching is very good the planning is thorough and the objectives are clear and shared with pupils. Teachers have a secure subject knowledge and provide their pupils with interesting challenges.

109. The school has chosen not to include food technology or building with construction kits in their scheme of work so these aspects of the subject are underdeveloped. Assessment of pupils' work is appropriately done through the planning and design sheets and self evaluation of work by pupils themselves. Older pupils have been involved in a design challenge set by a local business. Their designs for a 'supa scooper' to pick up small toys were of good quality and most imaginative. Resources are satisfactory with all classes having their own toolboard.

117. History

110. The school is currently managing to sustain the teaching of history in the light of the new statutory requirement which places a greater emphasis on literacy and numeracy. Due to the school's topic cycle history was not observed in each class. A range of evidence was used to make judgements about the suitability of work for pupils and the progress made: limited samples of past work, writing and drawings on display, teachers' planning and discussions with pupils and

the co-ordinator. From all of these sources it is apparent that history has a place in the school's curriculum and that the standards attained by the end of Key Stage 2 is average for pupils of their age. In response to the findings of the last inspection, a co-ordinator and scheme of work are now in place but assessment is still underdeveloped.

111. Pupils pursue a range of historical topics, which build their knowledge and understanding of the period they are studying. For example, pupils' work in Year 4 shows good understanding of the wide variety of jobs in Ancient Egyptians. They develop their research skills when finding out about the gods of Ancient Egypt. In Year 5 pupils have sound factual understanding of various aspects of the Tudor period and know the names of the wives of Henry VIII. They understand that people had different ways of life and social customs in these different periods. They develop research skills effectively, distinguishing between primary and secondary sources of information when looking for specific information about the jobs that people did during that period. By the end of the key stage most pupils understand that historical artefacts are useful sources of finding out about aspects of life in the past. They extend their knowledge of historical figures such as Florence Nightingale and Mary Seole and learn about their contribution to the past and present.

112. There are times when pupils' progress is unsatisfactory. This occurs when they behave inappropriately. Otherwise, pupils generally make satisfactory progress as they move through the school. They extend and broaden their knowledge of past societies and civilisations and develop their historical enquiry skills by learning about aspects of the periods covered from a range of sources of information. They become confident about asking questions and build up a useful vocabulary of historical words to assist them in their research. Pupils are developing a satisfactory knowledge of facts about the topics being studied. They are increasingly able to use a range of primary and secondary sources to find information and make judgements. Progress is enhanced by pupils' interest in the subject.

120.

113. Most pupils show a lively sense of curiosity when exploring life in the past. Work samples are well presented and show that pupils take care and pride in their work. Most are interested in their work and enthusiastic about the topics studied. Pupils in Year 6 are keen to find out more about the famous people they study and willingly talk about their past work. They answer questions and join in discussions with enthusiasm. This extends their understanding and enriches their perception of the past. They work together sensibly when asked to do so, and share resources and ideas. They are generally well-behaved and courteous. However, in classes where teachers have ineffective strategies to deal with inappropriate behaviour and the pace of the lessons is slow, pupils have difficulty in maintaining concentration and are noisy.

114. Teaching, where seen, was generally sound and sometimes good with some unsatisfactory practice. Where teaching is most effective the lesson begins with a review of past work and a clear explanation of the activity. Effective questioning and whole-class discussions are used appropriately to develop pupils' understanding and elicit answers. In these lessons the teachers have a secure knowledge of the subject and present lessons in a way that captures the interest of the pupils, for example, in the lesson on Mary Seole. Care is taken to support pupils with special educational needs and work is adapted to meet their needs. Where teaching is unsatisfactory, teachers have ineffective strategies to deal with inappropriate behaviour, planning is weak and learning intentions are not clearly explained.

115. The co-ordinator is new to the post of responsibility. There is a clear policy as well as a scheme of work which help to ensure that there is adequate coverage of the curriculum. Currently there is no monitoring of teaching and the school has yet to develop satisfactory procedures for assessing pupils'

progress in history. There is a lack of rigour in the short-term planning to identify exactly what pupils are to experience or learn in each lesson. This means that pupils' knowledge is not built upon in a logical way. The subject makes a positive contribution to pupils' spiritual development by helping them to reflect on the past, and to their cultural development by introducing them to their local and national heritage. Resources are sufficient for the planned curriculum and are well organised into topic boxes containing artefacts, books, and pictures. Displays in classes celebrate the subject and visits to places of historical interest enhance pupils' understanding of the subject.

123.

Geography

116. Owing to the school's practice of teaching geography in blocks of time alternating with history, only one lesson, a Year 3, was seen. Thus judgements are based on the one lesson seen, scrutiny of the limited samples of pupils' past work and displays, planning and discussions with staff and pupils. Overall, however, there was insufficient evidence to make secure judgements about the suitability of the work for pupils' age by the time they leave school, the progress they make or the quality of teaching in the subject.

117. Younger pupils develop their mapping skills when investigating the local area. They understand the need to use keys and symbols on maps and accurately name and identify landmarks on a map. Pupils in Year 4 appreciate that features of places and aspects of life may be similar to or different from those of their own locality and develop their understanding of this when comparing life in St. Lucia and the United Kingdom. By the end of the key stage, pupils follow individual assignments on the study of place and most pupils confidently describe their surroundings using reasonably appropriate geographical vocabulary.

118. Progress is good in the lesson observed. Pupils increase their knowledge and understanding about their local area. Their skills in map-reading increase steadily and they learn to obtain information from a variety of sources and communicate findings effectively. Pupils with special educational needs make satisfactory progress in relation to their prior attainments because of the teacher's planned use of carefully selected photographs and other resources which effectively support their learning. There is no significant difference in progress made by boys and girls despite the gender imbalance in the class.

119. Pupils' response to geography is good in the lesson observed. They show interest in their work, enjoy using maps and photographs and demonstrate sustained concentration. They contribute well in discussion and enjoy talking about their work. Pupils work purposefully, co-operate well when working in groups and are very well-behaved.

120. The headteacher is acting co-ordinator and intends to ensure that the subject continues to contribute to the breadth of the curriculum. A scheme of work is now in place and the subject has been identified as a priority in the current school development plan. Monitoring of the subject, which was identified as a weakness in the previous inspection, has not improved. Resources are adequate, and local visits are used effectively to enhance the curriculum.

128. Information technology

121. The previous inspection report in 1996 highlighted the provision for information technology as a key issue. The school responded to this positively and standards of attainment at the end of the key stage are now in line with the nationally expected levels, with a small number of more able pupils exceeding these.

122. In Key Stage 2, the youngest pupils confidently use the basic editing functions of a word processor when typing their names. They delete and insert letters, and use upper and lower case

characters with accuracy. Pupils develop an appropriate vocabulary and talk about computer hardware and operations using relevant terminology such as mouse, select, icon, edit, and file. Most save, amend and print their work with help whilst those of the highest ability do so independently. In Year 4, pupils learn how to programme a car and traffic light using lego dacta. They enter text on a word processor, know how to justify and bold and change the font size, style and colour to create greater effect. Pupils in Years 4 and 5 confidently load disks, find files and use the mouse to click on symbols and drag them into position. They confidently explain the functions of the computer and of software and are becoming more independent as they get older. Most find information efficiently by searching CD-ROMs purposefully, for example, in finding out about the Ancient Egyptians and John Cabot, and accurately enter and store a sequence of instructions when using Crystal Logo to create shapes. By the end of the key stage, pupils in Year 6 confidently interrogate a database for specific information on the Victorians. They evaluate software and successfully incorporate text, sound and graphics to their Millennium 2000 project. Some older higher attaining pupils know how to link into the internet and send and access electronic mail. Overall, by the end of the key stage, pupils' understanding and experience of handling information, word processing, adding graphics to text, control technology, saving and retrieving information are sound.

123. Progress in information technology is good with no significant difference in the progress made by boys and girls. Pupils consolidate their keyboard skills and the use of the correct technological language to describe the processes that they use for word processing. As they move through the school, pupils increase their confidence and understanding of computers as they move on to more sophisticated applications. They are becoming adept at searching CD-ROMs for information on a range of topics. Pupils with special educational needs make good gains in literacy and numeracy through the use of computers.

124. Pupils including those with special educational needs have very positive attitudes to their work and are eager to get to work on the computer. They listen carefully and answer questions sensibly as seen during a whole-class session, observed in Year 4. They work productively on their individual mathematics programmes in Year 6 and are articulate and confident in explaining what they are doing and what they hope to achieve. They are pleased with their efforts. When working in pairs, pupils learn to co-operate and help each other willingly and sensibly, not taking over the task, but carefully explaining what needs to be done. A good example of this was during the numeracy session in a Year 4 class when a higher attaining pupil clearly explained to a less able pupil how to access the mathematics programme. Most pupils have a confident approach to learning and respond well to suggestions from adults and peers. Behaviour is good and pupils are responsible when unsupervised. They handle equipment with care.

125. The overall quality of teaching is satisfactory with some good practice. Where teaching is best, explanations and demonstrations of steps to be followed in learning new skills are clear and pupils know what they have to do. In these sessions the teachers have a firm, but pleasant approach to management and good use is made of pupils to demonstrate skills. There is an appropriate focus on relevant vocabulary and questions are posed to check pupils' understanding and take learning forward. Good use is made of time and praise is well used to motivate and encourage participation in the lesson. Overall teachers have a sound knowledge of the subject and support is available should the pupils encounter difficulties. Pupils' experiences on the computer are appropriately recorded and provide a check of what has been done.

126. The subject co-ordinator has extensive personal knowledge and understanding of the subject and gives good quality support to colleagues. He has a clear vision for the future and has already done much to raise the profile of the subject in the school. At present, monitoring of standards is underdeveloped. There is a useful policy and scheme of work to support teachers and ensure effective delivery of the National Curriculum. The subject is integrated with class

topics of study and information technology is used well to support learning in literacy and numeracy. Good progress has been made in improving provision for the teaching of information technology since the earlier inspection. An appropriate range of software is now available to support all strands of the National Curriculum. Although there is equal access for all pupils, including those with special educational needs there is insufficient monitoring of the length of time individual pupils use the computer to ensure that they all receive their entitlement.

Music

127. The standards pupils achieve in music are as expected for their age and ability. This matches the judgement of the last inspection. A few pupils reach good standards in performing due to attending instrumental lessons with specialist instructors. Pupils sing confidently with good pitch and control of dynamics. They sing in the round successfully and with enjoyment. Pupils in Year 3 accurately echo a sound pattern using body sounds and untuned percussion instruments and devise their own patterns to be copied by fellow pupils. In Year 6 pupils accompany a song with percussion instruments and show good awareness of rhythm. All pupils listen to music by famous composers and from other lands, often in assemblies as well as in music lessons. Recently pupils have been listening to music from South America in assemblies. Progress through the key stage is satisfactory with pupils building steadily on their skills and knowledge. Pupils with special educational needs also make steady progress and are fully included in all activities.

128. Pupils generally respond positively to the subject and enjoy making and listening to music. They handle instruments carefully and sensibly. In most classes they listen to their teachers attentively and to each other when performing. They are appreciative of the skills of others as seen in a Year 6 class where the pupils gave spontaneous applause to a girl who sang a solo particularly well. Relationships are usually good and pupils enjoy their lessons.

129. The quality of teaching is mainly satisfactory with some good teaching observed. Few of the staff are musicians but they use the scheme of work well to give their pupils worthwhile experiences in performing, composing and listening to music. Resources are used well and, where teaching is good, pupils are encouraged to participate in a variety of planned activities. Teaching is less effective when teachers do not manage their pupils well and behaviour deteriorates.

130. The scheme of work covers all the aspects of the curriculum and is often supplemented by the knowledge and expertise of some of the teachers. Resources are adequate to deliver the full curriculum. Individual pupils learn the piano, violin or guitar with visiting specialists. The school has a good quality annual musical production which is very popular and well attended by parents and friends. There are also occasional concerts where pupils can demonstrate their skills in performing.

Physical education

131. Standards achieved in physical education are as expected for the age and ability of the pupils. This matches the findings of the last inspection. The majority of the pupils are confident in water and can swim 25 metres unaided with more able pupils being able to use a variety of strokes with good technique. Games skills are developed through individual, partner and small-group work and pupils can kick a football reasonably accurately and control the ball when receiving it. In gymnastics pupils demonstrate a good variety of balances and devise their own sequence of balances and rolls with a partner. Pupils refine their movements to perform them to

the rest of their class. No lessons in athletics or dance were observed during the inspection but the teachers' planning showed that such activities are timetabled during the year. Progress in physical education is satisfactory with pupils building on their skills each year. More able pupils make better progress in games through the clubs they attend. Pupils with special educational needs also make satisfactory progress in all aspects of the subject.

132. Pupils enjoy physical education and participate with enthusiasm. This was evident in a Year 3 games lesson where pupils worked hard to improve their throwing and catching skills and were obviously proud of their achievements. Pupils dress correctly for activities and handle equipment carefully and safely. They work well together in pairs and small groups and usually work quietly with due regard for others. Pupils willingly demonstrate their efforts to others and are appreciative of the work shown by other groups. They have good relationships with each other and with their teachers.

133. The quality of teaching is always satisfactory and sometimes good. Lessons are generally planned carefully with suitable warm up activities and tasks structured to build on prior attainment and to lead pupils on to higher levels. Pupils of all abilities are suitably challenged and good use is often made of demonstrations by pupils to share good practice and make relevant teaching points. Time is used well in lessons with pupils being kept active throughout the lesson.

134. Curricular provision is greatly enhanced by a very good range of extra-curricular activities. There are clubs, organised by teachers, for football and country dancing. The school has an annual sports day which is well attended and appreciated by parents. Pupils take part in competitive games with a good measure of success. The school football teams won awards in the local 5-a-side leagues, the Year 6 swimming team came second in the local gala and the school rugby team represented the borough in the London tournament, coming a most creditable second in their group. The accommodation, although a little restricted by building work, is adequate to deliver the curriculum. Resources are generally of a sufficient quantity and satisfactory quality although some of the outdoor games equipment is due for replacement.

142. PART C: INSPECTION DATA

142. SUMMARY OF INSPECTION EVIDENCE

- The inspection was carried out by a team of three inspectors, including a lay inspector. During the five days, 49 lessons and a number of assemblies were observed.
- Literacy and mathematics were observed in every class.
- The work of a sample of pupils from each year group was scrutinised, as were displays, books and earlier work undertaken.
- Planning documents, teachers' records, assessments and reports to parents were inspected.
- Special educational needs documentation and individual education plans were examined.
- A sample of pupils in each class was heard to read.
- Inspectors interviewed the headteacher, curriculum co-ordinators and others holding additional responsibilities including chair of governors, chair of finance sub-committee, literacy and numeracy governors, school secretary and caretaker.
- All teachers were given feedback on the strengths and weaknesses of their teaching.
- The policy documents of the school, the school's development plan and budget statements were analysed.
- Attendance registers were inspected.
- Playtimes, lunchtimes and registrations were observed.
- A meeting was held and attended by 56 parents who gave their views about the school.
- Responses from 50 questionnaires, completed by parents, were analysed.

DATA AND INDICATORS

• **Pupil data**

	Number of pupils on roll (full-time)	Number of pupils with statements of	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
Y3 – Y6	240	2	67	70
Nursery Unit/School				

• **Teachers and classes**

• **Qualified teachers (Y3 – Y6)**

Total number of qualified teachers (full-time equivalent):

9.6
25

Number of pupils per qualified teacher:

• **Education support staff (Y3 – Y6)**

Total number of education support staff:

2
15

Total aggregate hours worked each week:

Average class size:

30

Financial data

Financial year:	1999
	£
Total Income	400,173.00
Total Expenditure	403,863.00
Expenditure per pupil	1,682.76
Balance brought forward from previous year	4,204.00
Balance carried forward to next year	514.00

PARENTAL SURVEY

Number of questionnaires sent out:

240

Number of questionnaires returned:

50

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	64	34	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	74	26	0	0	0
The school handles complaints from parents well	28	58	8	0	0
The school gives me a clear understanding of what is taught	54	38	8	0	0
The school keeps me well informed about my child(ren)'s progress	46	48	4	0	0
The school enables my child(ren) to achieve a good standard of work	56	38	6	0	0
The school encourages children to get involved in more than just their daily lessons	52	40	8	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	42	48	6	4	0
The school's values and attitudes have a positive effect on my child(ren)	54	44	2	0	0
The school achieves high standards of good behaviour	52	42	2	2	0
My child(ren) like(s) school	72	24	4	0	0