

INSPECTION REPORT

Tottenham Infant School

Enfield

LEA area: London Borough of Enfield

Unique Reference Number: 102006

Headteacher: Mrs Clare Clarke

Reporting inspector: Doreen Clery

Dates of inspection: 1 - 4 November 1999

Under OFSTED contract number: 706610

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant with nursery class
Type of control:	County
Age range of pupils:	3 to 7 years
Gender of pupils:	Mixed
School address:	Tottenham Road Palmers Green London N13 6HX
Telephone number:	0181 888 4128
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Appropriate authority:	London Borough of Enfield
Name of chair of governors:	Ms Pauline Cohen
Date of previous inspection:	February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Doreen Clery, RgI	Information technology	Leadership and management
	Design and technology	
	Under fives	
	English as an additional language	
	Equal opportunities	
Barry Wood, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
		Lead with Efficiency
Lesley Barlow	English	Attainment and progress
	Art	
	Music	
	Special educational needs	
John Cook	Mathematics	Teaching
	Religious education	Spiritual, moral, social and cultural development
	Physical education	
Mike Williams	Science	Attitudes, behaviour and personal development
	Geography	Curriculum and assessment
	History	Support with Efficiency

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MAIN FINDINGS

What the school does well

- Throughout their time in school pupils make good progress in the core subjects of English, mathematics and science. The school's approach to teaching literacy and numeracy is having a positive effect on pupils' progress.
- In almost 70 per cent of lessons teaching is at least good and in 25 per cent it is very good; five per cent of teaching is of an excellent standard.
- The leadership and management of the school are very good.
- The provision for pupils' cultural development is outstanding and the overall provision for spiritual, moral and social development is very good.
- The quality of pupils' relationships is very good.
- The partnership between the school and its parents is very good.

Where the school has weaknesses

- I. At Key Stage 1, in the non-core subjects of design and technology, geography, history, music and physical education, some of the key aspects are given insufficient emphasis; assessment procedures are not fully developed for these subjects.

The weaknesses are far outweighed by what the school does well but they will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good progress since the last inspection and standards of attainment have improved. While standards in reading remain below the national average, there is good attainment in speaking and listening. Standards in writing and mathematics are now in line with standards expected nationally and attainment in science is above the national standard. Pupils make good progress in all these subjects.

The school has worked hard to tackle the key issues identified in the last report. Progress has been made on all the issues identified and good progress has been made on some. There has been a considerable improvement in the standard of teaching; teachers manage their classes well and there are positive relationships between teachers and pupils. Planning has improved and is now of a good standard. Pupils behave well both in class and around the school; they understand the 'Golden Rules' and almost all pupils adhere to them. The school has developed very effective monitoring procedures. Teaching and learning are monitored on a regular basis and the school undertakes careful analysis of the progress of different groups of pupils; this analysis results in targeted support being provided for identified pupils. Governors discuss the attainment of pupils and have improved their methods of communicating these standards to parents. The statutory requirements for recording and reporting attendance and pupils' performance in national tests are now fully met. While work has been undertaken to improve the breadth of the curriculum and develop schemes of work, there remain some shortcomings relating to the balance within individual non-core subjects. The school is well placed to make further improvements and to meet its targets.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
Reading	D	D	<i>well above average</i> A
Writing	C	B	<i>above average</i> B
			<i>average</i> C
			<i>below average</i> D

Mathematics	C	B
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<i>well below average</i>	E
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Inspection findings confirm these standards. While pupils make good progress in reading, standards in this area remain below the national average. Many pupils enter school with little or limited English and take time to develop full understanding of books that are new to them. Attainment in writing and mathematics meets the standards expected nationally and is better than the standards achieved by similar schools. Children make good progress in the nursery but, by the time they enter the reception classes, their attainment in English and mathematics is below the average for the Borough. During the reception year children are well prepared for working within the National Curriculum.

Current standards in science are above average at the end of the key stage and pupils make good progress. Standards in information technology are broadly in line with national expectations and standards of religious education meet the expectations of the Agreed Syllabus. Pupils make good progress in art and there are good features to be found in all the remaining non-core subjects of design and technology, geography, history, music and physical education.

· **Quality of teaching**

· Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	
Mathematics	Good	Good	
Science		Satisfactory	
Information technology		Good	
Religious education		Satisfactory	
Other subjects	Very good	Satisfactory	

Teaching is at least satisfactory in 98 per cent of lessons. In 38 per cent of lessons teaching is good, in 25 per cent it is very good and there is evidence of excellent teaching. During the inspection examples of very good and excellent teaching were seen in the classes of children under five, at Key Stage 1 and in the core subjects of English and mathematics. The quality of teaching has improved considerably since the last inspection.

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 is good throughout the school; pupils have positive attitudes towards their work. They work well together and relationships between the different groups are very good.
Attendance	While attendance has improved, it remains below the national average.
Ethos*	The school has a very good ethos. Teachers and support staff make an important contribution to the overall climate for learning.
Leadership and management	Very good. The clear vision and effective leadership of the headteacher make a significant contribution to the success of the school. The headteacher and deputy head share a strong commitment to the sustained improvement of standards. Governors have also developed a clear view of the way forward.
Curriculum	At Key Stage 1 the school provides a broad curriculum and places heavy emphasis on English and mathematics. This results in a limited amount of time for other subjects and does not allow for all the key skills of these to be fully taught. The curriculum for children under five is very good.
Pupils with special educational needs	Provision is good; pupils are appropriately identified, realistic targets for their individual progress and support are well planned and carefully

	implemented.
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Spiritual, moral, social & cultural development	Spiritual development is good and moral and social development are very good. Pupils' cultural development is a significant strength of the school.
Staffing, resources and accommodation	Good overall. The school is appropriately staffed. Teachers and members of the support staff work together very successfully. Teachers value the commitment of the support staff and recognise their knowledge and expertise. Resources have been improved since the last inspection and are satisfactory overall. The school's accommodation has a number of deficiencies with the majority of classrooms housed in separate temporary buildings.
Value for money	The school provides good value for money.

**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
II. They approve of the positive values and attitudes promoted by the school. III. The school is approachable and parents are made to feel welcome. IV. They are pleased that their children like coming to school. V. They feel well informed about what the school does.	VI. The work their children are expected to do at VII. A very small number of parents would like a

These comments are based upon the views expressed by 23 parents who attended the meeting prior to the inspection and 49 questionnaires returned by parents. Inspectors' judgements support parents' positive views. While pupils take books home on a regular basis the school does not yet have a homework policy and this results in some lack of understanding of what constitutes homework.

KEY ISSUES FOR ACTION

In the context of the school's many strengths, the headteacher, staff and governors should:-

VIII. further improve the balance of the curriculum at Key Stage 1 by:

- ensuring that all the key aspects of the Programmes of Study for design and technology, geography, history, music and physical education are planned for and taught;
(paragraphs 17, 18, 30, 32, 139, 141, 146, 148, 150, 151, 155, 157, 158)
- reviewing schemes of work in these subjects to identify the precise learning objectives and ensuring that these are covered progressively and systematically;
(paragraphs 34, 36, 150)
- using ongoing assessment to inform planning for individual needs in these subjects.
(paragraphs 30, 40, 41, 157)

- Other areas for development:-

The school should also consider the following issues in the governors' post-inspection plan:

- continue to place emphasis on raising of standards of attendance; (paragraphs 23, 51)
- continue to explore ways of improving the school's accommodation. (paragraphs 67, 68, 70)

INTRODUCTION

· Characteristics of the school

1. Tottenham Infant School is situated in the London Borough of Enfield, close to its borders with Haringay. It occupies a single-storey building and four double demountable buildings in which eight of the nine classes are housed. The nursery occupies a separate brick-built building within the site. The school's admission arrangements are in line with the Local Education Authority's (LEA's) admissions policy and the majority of pupils live in the surrounding area. Currently there are 140 boys and 122 girls on roll in the main school and 60 children attend the nursery class part-time. Pupils are admitted to the three reception classes at the beginning of the academic year in which they are five but the summer-born pupils do not become full-time until January. All children joining the nursery are admitted at the beginning of the year in which they are four.
2. The school's intake is culturally mixed with 64 per cent of pupils speaking English as an additional language. Twenty-five languages are spoken within the school with Turkish, Greek, Bengali and Gujerati being the main community languages. Pupils live in a mixture of private and council housing, temporary accommodation and hostels; 16 per cent of pupils come from refugee and asylum-seeking families and the school has a high mobility rate of 13 per cent. The number of pupils eligible for free school meals is above the national average at 30 per cent.
3. Over the last four years, the base-line assessments of pupils entering the school indicate that, in the areas of speaking, listening, writing and mathematics, attainment is below the LEA's average (which is below the national profile); in reading, attainment is well below average. Throughout the school 34 per cent of pupils have been identified as having special educational needs; 12 per cent of all pupils are at Stages Two to Five on the special educational needs register and one pupil has a statement. Assessments currently being undertaken of pupils new to the school indicate that the number on the register is likely to increase.
4. The school has clear and comprehensive aims that place emphasis on attainment and the importance of pupils' social development and their personal and social responsibilities. It seeks to value every member of its community. The school is on line to meet its own target of all pupils achieving the national average in English, mathematics and science. The school's current development plan aims to raise standards of attainment in reading and involve pupils more with their own learning and setting their own targets. It also identifies the improvement of teaching and learning and the raising of attendance as areas for development.

4. **Key indicators**

5. **Attainment at Key Stage 1**

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	46	42	88
(98)	(40)	(46)	(86)

5. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	33 (26)	40 (31)	42 (32)
	Girls	31 (39)	35 (41)	37 (43)
	Total	64 (65)	75 (72)	79 (75)
Percentage at NC Level 2 or above	School	73 (76)	85 (84)	90 (87)
	National	(80)	(81)	(84)

5. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	37 (29)	41 (33)	43 (32)
	Girls	32 (43)	34 (44)	34 (45)
	Total	69 (72)	75 (77)	77 (77)
Percentage at NC Level 2 or above	School	78 (84)	85 (90)	88 (90)
	National	(81)	(85)	(86)

6. **Attendance**

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

		%
Authorised Absence	School	6.0
	National comparative data	5.7
Unauthorised Absence	School	2.6
	National comparative data	0.5

6.

7. **Exclusions**

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

	Number
Fixed period	5
Permanent	0

8. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	30
Satisfactory or better	98
Less than satisfactory	2

1

Percentages in parentheses refer to the year before the latest reporting year

8. PART A: ASPECTS OF THE SCHOOL

8. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

8. Attainment and progress

6. Standards of attainment have improved since the last inspection when standards were judged to be below average in English and mathematics and average in science. Inspection findings show that overall attainment in English is now in line with the national average; standards in mathematics are also in line, while attainment in science is above the national average.
7. The attainment of children on entry to the nursery is well below the standards expected for children of their age. While good progress is made throughout the nursery, the results of base-line assessments indicate that, by the age of five when children enter the reception classes, they remain below the LEA's average in speaking, listening, reading, writing and mathematics. Throughout their time in the reception classes children continue to make good progress and are prepared for entry into the National Curriculum.
8. Children under five make good progress in their personal and social development; they gain in confidence, respond positively to adults and to one another and learn to co-operate and work independently. Overall progress in language and literacy is good. Children listen carefully and develop confidence in explaining their ideas. Those children who come into the nursery with little or no English gain understanding and begin to express themselves. They all enjoy books, know how they work and learn to write letters and simple words; on entering Year 1, most pupils are able to work within the National Curriculum. Progress in mathematics is good and children learn to count and understand what the numbers from one to ten represent; they recognise patterns and common two-dimensional shapes. Children engage in a wide range of activities to develop their knowledge and understanding of the world and make good progress in this area. They are interested in their immediate environment, make models with different materials and play simple games on the computer. Children enjoy creative activities. They develop good control of different art materials and tools and enjoy singing and experimenting with instruments; they make good progress in their creative development. Good use is made of the outside play area and the range of opportunities provided contributes to children's very good physical development.
9. There has been a steady improvement in the results of National Curriculum tests and assessments for seven-year-olds over the last three years. The most recent results indicate that the school's results in reading remain both below the national average and that for similar schools but, in writing, standards are in line with the national average and above the average of schools with a similar intake. This better attainment is also the case in mathematics. Teachers' assessments in science indicate that pupils exceed the national standards with over a third achieving the higher Level Three.
10. Inspection findings indicate that overall standards of attainment in English are in line with the national average. While standards in reading are below average, standards in writing are in line and standards in speaking and listening are above average. Pupils make good progress in all aspects of the English curriculum. Speaking and listening have improved since the last inspection; pupils in all classes listen intently and express themselves with increasing confidence – through role-play, co-operative work and in the whole-class sessions of the literacy hour. Throughout the school pupils enjoy reading a wide range of books; they develop different reading skills but, at the end of the key stage, many still have difficulties in comprehending a new text. The value placed upon children's early attempts at writing makes a significant contribution to their achievement in this area; they are confident and enjoy both shared and individual writing for a range of purposes. Seven-year-old pupils write up their scientific experiments, describe visits they have made and use words imaginatively in poems and stories. Handwriting is generally neat and well-formed and simple punctuation is used appropriately.
11. At the beginning of Key Stage 1 pupils are below the average level in mathematics. They make good

progress and, at the end of the key stage, attainment is in line with the national average. Pupils develop good number skills and, by Year 2, work confidently with numbers up to 100 and count sets of objects reliably. They understand the properties of common two- and three-dimensional shapes and make simple calculations with money. They are able to explain how they have worked things out.

12. Standards of attainment in science are above average by the time pupils leave the school and they make good progress. However, at the time of the inspection, fewer pupils were attaining the higher levels than was the case in the previous two years. Pupils develop good understanding of life and living things; the younger pupils identify and name different parts of the body and pupils in Year 2 know the conditions for growth, both in plants and humans. They have a sound knowledge of the properties of materials, carry out investigations and record their findings.
13. The standards attained in information technology are broadly in line with national expectations; pupils' overall progress in lessons is satisfactory but progress over time is limited as insufficient time is allocated for pupils to refine, develop and extend their skills. They develop word-processing skills and select the appropriate tools when using a graphics package. Pupils learn to control programmable robots and progress has been made in this area since the last inspection. Standards attained in religious education fulfil the requirements of the LEA's Agreed Syllabus and, overall, pupils make satisfactory progress. However, as insufficient time is allocated to this subject in some classes, progress is limited for some pupils. Throughout their time at school they gain knowledge and understanding of four of the major world faiths, including Christianity, and develop respect for the beliefs of different religious groups.
14. There are positive features in the work undertaken in all the non-core subjects of art, design and technology, geography, history, music and physical education. In art, pupils develop their skill in observational drawing and use paint imaginatively and with good control; the work stimulated by artists in residence is of particularly high quality. Meaningful links are made between design and technology and a number of other subjects and pupils work competently with a range of materials and tools. While there is evidence that some designing takes place there is an underemphasis on this aspect of the subject. Pupils develop a good understanding of the distinctive features of their local environment and make comparisons with other locations; they construct simple maps of the immediate area and journeys further afield. In history, pupils recognise the differences between present and past in everyday life. However, their knowledge of chronology is less secure. At the end of the key stage, pupils sing a range of songs confidently and from memory. They play simple rhythmic patterns and respond positively to short pieces of music but have insufficient opportunities to create their own compositions. Pupils develop agility and control in dance and gymnastics and perform simple skills safely. They are less able to talk about and judge what they and others have done.
15. Pupils' progress is never less than satisfactory in almost 90 per cent of lessons and, in 60 per cent of lessons, progress is good or very good. Recorded work shows that pupils at all levels of attainment make good progress over time in the core subjects of English, mathematics and science; this is the case in the early years and throughout Key Stage 1. There is also evidence of good progress in art. Progress in information technology and history is unsatisfactory and progress in religious education, design and technology, geography, music and physical education is satisfactory overall but, in some aspects of these subjects, it is limited. This is because some of the key aspects of the Programmes of Study of the National Curriculum are not given sufficient emphasis. In all areas of the curriculum there is no significant difference in the attainment of girls and boys. Pupils with special educational needs make good progress in all classes; they are supported well by special needs support staff and class teachers and individual education plans are well matched to pupils' needs. The large number of pupils for whom English is an additional language generally makes good progress throughout their time in school. However, inspection findings confirm the school's own analysis that the progress of two minority ethnic groups is less satisfactory and targeted support is being provided for these pupils. The improved teaching standards in the school are making a significant contribution to pupils' progress.

18. Attitudes, behaviour and personal development

16. Children in the nursery, and pupils throughout the school, display good attitudes towards their work and school. This is particularly impressive amongst the younger children who quickly respond to the high expectations of the teachers and support staff. By the time they reach the reception classes, virtually all children are capable of sustained concentration and are eager to participate in lessons. They settle quickly to their tasks and work on group activities with minimal intervention from the teacher. In general, they work well together: only occasionally do minor disagreements arise between individual pupils. This applies equally to the nurture group where, for the vast majority of time, pupils work hard at their tasks and are keen to achieve. Occasionally, individual pupils suffer emotional distress, but as a result of the rapid and caring response of staff, this is not allowed to disrupt the calm and purposeful attitudes of the rest of the class. Pupils' motivation is well illustrated in their eagerness to take work home, their perseverance in completing their work and the good standard of presentation they achieve. Parents are justified in their judgement that pupils' positive attitudes are a strong feature of the school's work.
17. Behaviour, overall, is good both in class and around the school. Many pupils are lively and full of energy and this comes to the fore in the playground where the level of activity can be quite intense within a small space. However, there is little unacceptable behaviour and no signs of bullying were detected during the week of the inspection. Any incidents of unacceptable behavior are handled effectively and usually pass over very quickly. Most of the time, pupils are orderly, appropriately behaved and co-operative. This was well demonstrated in assemblies and year group singing lessons, including those where pupils from the nurture group were present. The school places emphasis on its Golden Rules and almost all pupils adhere to them. During the last year there were five fixed-term exclusions from the school, all of them relating to one pupil.
18. Relationships between pupils, and between pupils and adults, are very good. Pupils are considerate, polite and reliable. Pupils trust the staff and have immense confidence in them. The degree of racial harmony that exists throughout the school is exceptional. Harmony between boys and girls is also a strength. The quality of the relationships developed within the school is a key factor in the successful achievement of the school's aims.
19. Pupils' personal development is good. This was found to be a strong feature in pupils' progress at the time of the last inspection and this is still the case. Pupils quickly become aware of the need to accept school routines and learn to listen and think about the welfare of others. They take responsibility for collecting and returning the registers to the school office and can be relied upon to undertake minor tasks willingly and responsibly. A strength of pupils' personal development is their acceptance and celebration of other people's traditions and cultures, reflected, for example, in their eagerness to use one another's languages at registration and the confidence that they show in acquiring a new language. They are proud of their own cultures but equally accepting of cultural diversity. They genuinely care about one another and have a strong sense of community, personal commitment and responsibility. Their attitudes and reactions are borne of feelings for what is right and wrong, not of rules imposed by adults.

22. Attendance

20. While the reception classes and a majority of pupils throughout the school have a satisfactory level of attendance, the overall level of school attendance is below the national average at 91.4 per cent. Almost one in ten pupils has a poor level of attendance and this hampers educational progress. The incidence of holidays taken during the school term is high and contributes significantly to authorised absence. Unauthorised absence has decreased over recent years but still remains at a high level, at 2.6 per cent.
21. There is some evidence of some unsatisfactory punctuality at the beginning of the school day and this can disrupt an otherwise prompt start. Punctuality throughout the remainder of the school day is

satisfactory.

22. Registration is carried out courteously and efficiently in all classes; it provides a learning experience for all pupils in that different community languages are used during this time and opportunities are taken to calculate the number present. Registers are well maintained but there is some inconsistency between teaching staff as to the use of codes for absences and the recording of lateness.

25. QUALITY OF EDUCATION PROVIDED

25. Teaching

23. The quality of teaching is a strength of the school and this high quality makes a major contribution to the pupils' good progress, particularly for those who are under five. Teaching was satisfactory or better in almost all lessons observed; 38 per cent of lessons were good, 25 per cent were very good and some excellent teaching was also observed during the inspection. This marks a very considerable improvement on the last inspection findings. Examples of very good and excellent teaching were seen in the under fives' classes and at Key Stage 1 but more of the better teaching was seen in the under fives'.
24. Teachers and support staff know the children who are under five well, even though some children have not been in the school very long. They plan very appropriate activities with the correct emphasis on the Desirable Learning Outcomes for children of this age. All teachers set out and manage their classrooms really well, providing some very creative activities to interest and motivate their classes. What distinguishes the very good and excellent teaching are the high expectations and the questioning strategies teachers use to engage the children's thinking. This was evident in two of the mathematics sessions in both a reception class and the nursery. In the context of either making biscuits or printing repeated patterns, teachers and support staff took every opportunity to develop counting skills and extend knowledge of shapes or patterns. They held the interest and enthusiasm of the children through the quality of the questions and explanations they made. Praise is very well used to raise children's self esteem and encourage them. All of the support staff make a very important and significant contribution to the children's learning in this phase.
25. At Key Stage 1 there is evidence of very good and excellent teaching in English, mathematics, information technology, history and art. In science, design and technology, music and physical education there are examples of good teaching. In religious education teaching is judged to be satisfactory and during the inspection no lessons were observed in geography. Where excellent teaching was observed, in the core subjects of English and mathematics, the very good progress made by pupils was linked directly to the pace and quality of the teaching.
26. Teachers are confidently implementing the full requirements of the National Literacy Strategy and this is having a positive effect upon the progress made. Good use is made of shared texts to engage pupils' interest, focus their attention and reinforce learning intentions. Group work is effectively organised and plenary sessions are used well to consolidate understanding and value pupils' work. The teaching of numeracy is also a strength and the introduction of the Numeracy Strategy is having a significant impact on the methods and organisation teachers use in the classroom. They begin their lessons with mental mathematics, and this is having a positive effect on the pupils' counting skills and learning about numbers. Good questioning by the teachers often encourages pupils to think carefully and try to explain how they work things out. Group activities help them to practise and consolidate skills.
27. In all subjects, lesson plans show exactly what the pupils are expected to learn. Teachers focus on these objectives and usually maintain a good pace and structure to their lessons. However, in some of the non-core subjects such as music and physical education, the content of lessons can be limited and teachers do not incorporate the key aspects of the Programmes of Study within lessons. For example, in physical education insufficient emphasis is placed on pupils looking at one another's performance and learning from their observations. Teachers manage their pupils well and there is very little of the disruption or behaviour problems evident at the last inspection. In one lesson some of these issues did arise but it was an isolated example and also linked to the activities planned for the pupils not being entirely suitable. Not enough use is being made of assessment procedures in the majority of non-core subjects and this can result in some of the learning being insufficiently matched to individual learning needs.
28. Members of the support staff make a significant contribution to pupils' attainment and progress, particularly those with special educational needs and pupils for whom English is an additional language.

They are well briefed by teachers, their expertise is valued and they work in a very effective professional partnership.

31. The curriculum and assessment

29. In the 1996 inspection report, the school was judged to provide a curriculum that was soundly based, and planned for, and covered all appropriate areas of learning for the early years' children and all the subjects of the National Curriculum for the Key Stage 1 pupils. However, because of gaps in coverage within some subjects at Key Stage 1, the school could not ensure that all pupils were offered a sufficiently broad curriculum. Much has been done to address this shortcoming and much has been achieved, especially in English, mathematics and science. The school's national assessment results are testimony to this achievement. However, the school has not yet fully addressed the weaknesses identified in relation to other areas of the curriculum, and as a result, pupils do not consistently make the progress of which they are capable in all subjects.
30. The school's provision for its children under five is a strength and contributes significantly to the good start they make at school. The curriculum in the nursery and reception classes is broad and balanced and based upon the appropriate areas of learning. It is carefully planned to provide a wide range of experiences and the quality of the curriculum for these children enables them to make good progress and prepares them well for entry to Year 1.
31. At Key Stage 1, the school continues to provide a broad curriculum which covers the National Curriculum subjects and religious education. Over 60 per cent of the time is allocated to English and mathematics and pupils' progress in these subjects is good. In contrast, a combined total of nine per cent of the time available is allocated to information technology, design and technology, history and geography. In information technology and history pupils' progress is unsatisfactory or, in the case of geography, barely satisfactory. The cause of this lies in the planning and provision for these subjects, not in the abilities or attitudes of the pupils. Where there are similar constraints in the time allocated to other subjects – for example, science, which also has a low allocation of time compared to national norms (seven per cent) – the progress achieved by pupils is nonetheless good. Science is effectively planned with clear guidance for teachers about each strand to be covered within a tightly focused scheme of work. Although the school has successfully produced schemes of work for almost all subjects since the last inspection, those where pupils' progress is least consistent are not precise enough about the key learning outcomes to be achieved in the limited time available.
32. The curriculum includes very good coverage of personal and social education and the school has a policy for sex education. The curriculum meets statutory requirements and effectively promotes pupils' intellectual, physical and personal development. Pupils are well prepared for entry to the junior school in English, mathematics and science, and soundly prepared in most other subjects. Overall, the development of the curriculum since the last inspection has made a significant contribution to the rise in educational standards. The school is well placed to ensure that this is extended to all areas of the curriculum.
33. Improvements in the planning and teaching of English have been significantly assisted by the effective implementation of the National Literacy Strategy. Teachers are provided with a precise framework for weekly planning, as well as longer-term guidance to ensure that pupils' learning is well targeted from one year to the next. Similar benefits are being introduced through the National Numeracy Strategy, implemented from the beginning of this academic year. Most other subjects are taught through topics and themes planned on a half-termly basis, with the knowledge and skills to be taught drawn from the subject schemes of work. This approach to planning works well where the scheme of work is precise about the learning to be covered, but less well where identification of the progression in pupils' learning is not so precisely clarified, as is the case in music. Links between the different subject areas are often well made within the planning of the various topics, particularly pupils' language and numeracy skills – for example, their speaking and listening. Less effective is the provision within the topics for developing pupils' information technology skills. This is a weakness and reflects the need to ensure that an appropriate balance is consistently and progressively achieved between the learning opportunities offered by the selected topic and the key knowledge and skills identified in the schemes of work.
34. Pupils with special educational needs, and those for whom English is not their first language, are well provided for. The school has a policy for pupils with special educational needs that meets statutory

requirements and offers them very good provision. This area of the school's work is very effectively organised and coordinated. Pupils' individual education plans contain detailed and manageable learning targets, which are regularly reviewed and which contribute directly to the good progress pupils make in lessons. In some areas – for example, writing – group educational plans are constructed, with similar benefits for the participating pupils. The support given to individuals who have English as an additional language is well administered and makes a significant contribution to the standards achieved.

35. Equality of access and opportunity to the curriculum for all pupils is good and the school takes very effective steps to ensure this. The curriculum provided for the nurture group is well planned and takes account of the work to be covered by both Years 1 and 2. The policy of re-integrating these pupils into the Year 1 and 2 classes, generally works well, though arrangements for pupils to rejoin their mainstream classes for the reading session at the beginning of the afternoon are providing a particular challenge. The school is aware of this and is currently undertaking an evaluation of the optimum methods for re-integration. The recommendation in the last inspection report that the school should consider increasing its support staffing in the Year 1 and 2 classes has been positively acted upon. The substantial levels of support now available to teachers and pupils in these classes have resulted in significantly enhanced learning opportunities for all the pupils and are contributing to raising standards of attainment. Withdrawing pupils from occasional lessons to provide additional support is practised within a carefully controlled and regulated framework; only occasionally does this lead to pupils missing some aspects of their curricular entitlement.
36. The school offers no out-of-school clubs that are directly related to its curriculum provision. However, it provides a daily lunch-time club that is geared to meeting the specific needs of its children through a range of activities and support. It also provides for extensive enrichment of the curriculum, during school-time, through visits to local amenities – for example, the Year 2 visit to Palm House, and through visitors to the school – for example, regular artists in residence, African drummers and Turkish and Caribbean story tellers.
37. In 1996, inspectors reported that the school had a sound format for assessment and that all statutory requirements were being met. They also highlighted an insufficient use of assessment to inform future curricular planning. This weakness has been partly, but not fully addressed. Procedures for assessing pupils' attainment and monitoring their progress have been further strengthened by the use of a baseline test on entry, and through the implementation of annual teacher assessments for all pupils in English, mathematics and science based on National Curriculum attainment levels. Assessment procedures in the early years' classes are good and effective assessment arrangements remain a strong feature of the special educational needs and the English as an additional language provision; pupils' progress in reading is also carefully tracked through the Primary Language Observation Sheets. In other subjects, teachers plan their own assessment and record-keeping procedures in order to report on pupils' progress annually. These are often of good quality – for example, in science - but in other subjects are patchy, especially where the key learning outcomes are not sufficiently clear.
38. This variability in the quality of assessment arrangements is reflected in the degree and effectiveness of their use to inform future planning. While assessment data, both from national test results and teacher assessments, are very effectively utilised to help develop the school's overall provision in English and mathematics, the picture in other areas of the curriculum is of practices at varying stages of development. Thus, whereas the school uses its assessment information in English and mathematics to set school and pupil achievement targets for subsequent years, it does not do so for science. In some areas – for example, geography and design and technology - there is no readily available assessment data to guide future planning. In these subjects, subject co-ordinators are dependent on teachers' plans, rather than pupils' performance, for this purpose. The school recognises this weakness and has plans to improve this area of its assessment procedures.

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

39. The provision for spiritual, moral, social and cultural development is very good. The school aims have a clear emphasis on creating a caring and supportive environment in which all children are valued and empowered to achieve their best. These aims are achieved through the very positive ethos that is promoted. Teachers and support staff provide very good role models and develop very positive and consistent relationships with their pupils.
40. Provision for spiritual development is good. Assemblies fulfil the legal requirements. They are well led and complement the work in classrooms. On some days teachers take their own assemblies and these too positively support pupils' spiritual development. Pupils learn about Christianity and other world faiths through assemblies and religious education lessons. The celebration of Diwali and Indian culture was also followed up in several other curricular areas including dance, design and technology, music and the focus for role-play areas. All teachers show genuine appreciation of pupil's ideas and feelings and give regular opportunities for these to be shared and respected by others.
41. Provision for moral development is very good. The positive set of school rules promotes good attitudes and behaviour. Circle time, class discussions and assemblies are used extensively to promote both self esteem and consider a wide range of issues. The importance of showing respect for people and property is emphasised and pupils become aware of what is right and wrong. The consistent school approach emanates from the headteacher and is adopted by all staff.
42. Very good provision is made for pupils' social development. Pupils help one another and are appreciative of each other's success. They are given plenty of opportunities to work in pairs and groups and to share ideas and to develop skills of co-operation. All classrooms have role-play areas in which pupils can work and play together in creative and imaginative situations. Younger children sustain their concentration very well and help each other when in the 'shopping area' created in the outdoor nursery environment. Classes are taken on a range of educational visits both in the local community, to the shops and library for instance, and further afield. When possible pupils are given extra responsibilities to help teachers and in daily routines.
43. The provision for cultural development is excellent. Huge respect and celebration are made of the pupils' backgrounds and culture. They are seen as strengths of the school. Great sensitivity and support are provided for pupils and parents for whom English is an additional language. A good number of bilingual staff and a range of resources support them; these includes dual language books and translation of notices. Every opportunity is taken to include the relevant cultural aspect into areas of the curriculum. Attractive and high quality displays around the school reflect this. Customs and cultures are well developed in the school through the celebration of festivals from a number of cultures.
46. **Support, guidance and pupils' welfare**
44. The school provides good support and guidance for the welfare of its pupils and this positively supports the good progress and standards attained. The school continually focuses on the total community that it serves and this focus shapes its aims, and the nurturing and caring ethos which is a very distinctive feature of the school. The whole staff tries diligently, enthusiastically and with real commitment to give all children an essential stability in their lives which many may not have experienced prior to attending the school. The exceptionally high quality pastoral care extends not only into the homes of present pupils, but also into pupils' homes prior to entering the school, through the work of the team supporting minority ethnic groups. The school also supports the children, who have not been able to gain entry into the nursery, through a toy library. Consequently parents and pupils feel part of an extended family; they are well supported, safe and respected whatever their socio-economic background, ethnicity or gender.
45. Staff know their pupils well. This enables the school, with the help of outside agencies, to support and guide pupils' welfare and education at a personal level by responding to their particular problems and needs. Hence the individual education plans for children with special educational needs are good and

pupils are appropriately placed on the register of special educational needs. Ten pupils spend a period of time in the nurture group which makes good provision for pupils with emotional and behavioural difficulties. Great care is taken in planning for future needs and deciding when and if pupils are ready to re-integrate into mainstream classes. In the classroom there are satisfactory assessment, monitoring and recording systems and records accompany the pupils throughout the school and are subsequently passed to the junior school. There is additional information which is held centrally but the total information available is yet to be integrated into a whole-school system which will allow an easy overview of a child's progress throughout their school life. The school considers the needs of pupils during the lunch break by operating a lunch-time club that provides a range of indoor activities for up to 18 pupils who make the decision not to go into the playground. The club is staffed by members of the support staff who offer sensitive and effective supervision.

46. The school has a good and appropriate range of support, guidance and welfare policies. They produce good results through a thorough implementation of procedures and good communication to staff and parents. A drugs policy has not yet been developed. There is a helpful child protection policy included in the policy for special educational needs; this policy would be more accessible if it stood alone.
47. The school has a good behaviour policy and this is an important pillar of its support and guidance programme which underpins the tolerance and racial harmony of the school and contributes to the good quality learning environment. It is a principal part of the home-school partnership contract which parents sign. The Golden Rules are simply and sensitively implemented throughout the school but have yet to have a full impact on the playground at lunchtime. Rewards and sanctions are appropriate. There are no separate bullying or racial harassment policies but the headteacher and the staff are very vigilant in this respect. They investigate incidents with care and attention to their potential seriousness.
48. The school has an attendance policy and is developing systems which define appropriate responsibilities for monitoring attendance. The school receives very good support from the educational welfare officer but a minority of parents does not appreciate the statutory requirement for their children to attend school or understand the effect absence has upon their education.
49. Welfare issues receive very good support from the outside agencies. The school nurse covers medical screening and is available to parents and the doctor and dentist also attend the school. There is an effective implementation of child protection measures and all staff are aware and trained through the three designated individuals. There is an appropriate awareness of health education issues and sex education issues are treated as they arise; parents are generally pleased with the school's approach.
50. There is a detailed health and safety policy and procedures are satisfactory. Although the site is essentially safe there are some minor health and safety issues of which the school is aware. The rate of minor accidents is very high, which is partly due to lack of space and the gradients within the school playground. The school has one trained first aider on site at the moment and treatment procedures require review.
51. The school maintains close links with the adjacent junior school. Exchanges of information are good as are the provision of induction visits for pupils prior to transfer. Pupils are prepared well for transition.
- 54.
54. **Partnership with parents and the community**
52. The school has a very good partnership with parents and this is an undoubted strength. The rich cultural diversity of the school's community provides considerable benefits for the development of the curriculum. There are clear aims to welcome parents into a partnership; this benefits not only their children but also helps to develop parents' understanding. Parents have a wide range of expectations in relation to their children's education and their own involvement. Staff realise that they need to be proactive in building a relationship with parents and welcome them into the school. The indications are

that there is a very high level of parental approval with no significant areas of dissatisfaction or parental grievance.

53. The school has very good communications with its parents who generally feel well informed. Formal communications such as the prospectus and governors' annual report are of very high quality and meet statutory requirements. End-of-year reports to parents are detailed and illustrative of the child's performance throughout the year but lack targets for improvement. Parents receive newsletters and there has been a behaviour booklet sent to parents to launch the home-school partnership agreement. Generally, all communications are written with a view that parents and their ideas and opinions are valued. All written communications throughout the school are mindful that they serve a community of 25 different languages and essential areas are translated where possible into the main community languages. The arrangements for admitting children to school are very good and include home visits by teachers and members of the support staff. Informal communications between parents and staff are very good and a strength of the school. If required, bilingual members of staff are involved to increase understanding and aid communication.
54. The parents' room has been a major contributory factor in bringing many parents into the school. It provides a welcoming environment and is enhanced by well-organised displays of school and community information. This information is further reinforced by the notice boards in the central areas of the mobile classrooms and the nursery entrance.
55. The school is encouraging parents to become involved in their children's work; this is having some good results but is necessarily limited in the case of parents who are not fluent in English. The school is trying to assist the learning of English by running classes for parents. The school organises different meetings to inform parents about the curriculum. While relatively few parents attend the annual literacy evening, meetings organised at the start of each term – which provide information about the school's expectations and what is to be taught - and termly one-to-one interviews with class teachers have a high attendance. The school does not have a homework policy and as a result some parents do not always recognise that books brought home by the children constitute homework. Some parents would like more information on topics undertaken and the provision of this would enhance their understanding. Parents of pupils with special educational needs are appropriately involved in the drawing up and reviewing of individual educational plans and parents are very appreciative of work in this area. The school ensures that adequate time is given to these parents and their views are valued; however, there is a recognition that parents' views need to be more formally recorded. The Friends' Association is strong and well supported and is very active in fund-raising for the school; these funds have been used to supply extra resources.
56. The school's links with the local community are very good and help to enrich the educational experience for all pupils. The school's image in the community is very positive. It is building bridges with the community and it welcomes people regularly who add to the cultural diversity of the school so that particular ethnic groups of children can keep in touch with their own culture and all children can appreciate other cultures. The locality and visits further afield are used to support the learning of pupils in most subjects. The school perceives links with industry as important and has had some success in gaining awards. The links with the junior school are strong and of benefit to both schools.

59.

59. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

59.

59. Leadership and management

57. The leadership and management of the school are very good. The headteacher has a direct concern for the sustained improvement of quality and standards and is effectively managing all aspects of the school's work. Her clear vision and purposeful leadership make a significant contribution to the success of the school. The deputy headteacher works in a successful partnership with the headteacher and their combined skills are a major contributory factor in raising standards of attainment. They share a deep

commitment to equal opportunities and, along with staff and governors, create an ethos in which pupils are valued and achieve their individual best.

58. All members of the teaching staff holding additional responsibilities - for curricular areas, year groups, early years and special educational needs - have a clear and realistic understanding of their role. These members of staff manage their responsibilities effectively within the framework of the school's development plan. The role of the co-ordinators has been developed since the last inspection and they are now fully involved in a structured programme of monitoring teaching and learning. Staff agree the focus for each monitoring cycle and the outcomes of lesson observations are clearly recorded and shared with all members of the teaching staff. These monitoring procedures, along with the supported self-review conducted by the LEA, are a contributory factor to the standards achieved and are providing co-ordinators with increased knowledge and understanding of their subjects.
59. The school's atmosphere and ethos are very good and teachers and support staff make an important contribution to the school's climate for learning. The mutual respect, support and working relationships which exist between all adults in classrooms provide an excellent role model for the pupils. The last inspection reported that the school had clear aims; this remains the case and the school is very successful in meeting its stated aims.
60. The school's planning for development is very good and the school is well placed to make further improvements. There is a strategic plan in place that covers all aspects of school life and gives a clear view of the way forward. The plan, drawn up following consultation with staff and governors, is a clear well-organised document and provides an effective tool for managing change. Following the last inspection a clear and purposeful action plan was drawn up which set out all the key issues. The tasks identified were manageable and time-scales realistic; governors reported to parents in 1998 that the plan had been completed. The plan has resulted in some noticeable improvements: the weaknesses identified in teaching have been addressed and policies are implemented throughout the school. Pupils' behaviour has improved. The achievement of different groups is carefully monitored and governors regularly debate and report on the standards attained. While work has been undertaken on the depth and balance of the curriculum, there is still further work to be done.
61. Following the last inspection, the governing body has become more involved in the life and work of the school and has developed a strategic view of the way forward. Governors are well organised and work through an effective committee structure. The chair of governors has a deep commitment to raising levels of attainment and meets fortnightly with the headteacher to discuss the work of the school. Governors have begun to be involved in monitoring and are aware of the need to develop a more formal monitoring programme. The governors' annual report to parents and the school's prospectus are both well presented and informative; all statutory requirements are met.

64.

64. Staffing, accommodation and learning resources

62. The school now has a more stable staff than was the case in the last inspection. Members of staff are hard working, committed to the development and progress of their pupils and work well together. There is an appropriate number of suitably qualified teachers to cover all areas of the curriculum and an appropriate mix of experienced and newly qualified teachers. They are effectively deployed so that class sizes are below national norms, except at the end of Key Stage 1 where they exceed 30 pupils per class. A distinctive feature of the school's provision is the very good level of well-qualified and experienced support staff who work in the classrooms, particularly with pupils with special educational needs and those for whom English is an additional language. They work well with individuals and groups of pupils and in close partnership with teachers. Many are able to support communication with pupils and parents through the use of their bilingual skills. There is an appropriate level of lunchtime supervision and these members of staff are caring towards the pupils and encourage them to behave well, sometimes using more traditional techniques rather than always adopting the behaviour policy of the school. Administrative staff are appropriate in number, experience and qualification.

63. The arrangements for the professional development of staff are very good and support the school's development planning priorities. A strong feature of the school is the high level of classroom monitoring that is undertaken by the headteacher, deputy head and all members of the teaching staff. Induction arrangements for new teachers have written procedures and the level of mentoring by experienced teachers is good. All experienced teachers have a co-ordination role in either a subject or aspect. Although, in many cases their responsibilities do not correlate with their initial training, through good in-service education and outside training they have a clear understanding of their respective roles and responsibilities. Job descriptions are in place for all staff and appraisal has been part of the school's practice for a number of years and is undertaken on an annual basis.

64. The last inspection reported that the school's building stock had a number of deficiencies; this remains the case. The main building accommodates one classroom, the nurture group, hall, library and administrative offices with the majority of classrooms housed in temporary buildings. The governing body views the improvement of its accommodation as an urgent priority; a feasibility study has been undertaken and a bid is to be presented to the Department for Education within the next two months. The school tries extremely hard to overcome the limitations imposed by the fragmented and dispersed layout of the buildings and it is a tribute to the school that it is able to produce a unified school community with a very distinctive ethos in such conditions.
65. Playground areas are small for the total school population and have considerable gradients. However, very worthwhile and innovative playground furniture and activities have improved pupils' experiences within the limited space. Toilet provision for both reception and Key Stage 1 pupils fails to meet the required standards for boys and its inadequacy is compounded in that pupils have to walk to the toilets in the main building in all types of weather. The site is well cleaned and maintained by a conscientious caretaker and the governors take a keen interest in safety issues. While exterior decoration of the mobile classrooms is unsatisfactory, the satisfactory interior decoration is enhanced by the many colourful and culturally rich displays which are a feature of the school.
66. The school has undertaken a rolling programme of funding for resources, linked to its development plan; this has addressed the weaknesses identified in the last inspection report. There are now enough resources for the delivery of the National Curriculum in all subjects while mathematics, religious education and early years are all at a good level of provision. Resources for English are very good. There is one computer and printer in every classroom and this represent a satisfactory provision; funding allocated from the National Grid for Learning will improve the computer stock.
67. The good access to resources is enhanced through the many displays in classrooms and shared areas. The library is well organised and provides an attractive learning environment. Storage space is limited in classrooms and the isolated nature of each double unit means that shared resources have to be transported between the demountable buildings. Teachers' careful planning ensures that resources are accessible and used well.
- 70.
70. **The efficiency of the school**
68. The school has shown a marked improvement in many areas identified in the last inspection report and efficiency is now a real strength. The headteacher and governing body manage the school finances very carefully and efficiently. All financial control systems are set in the context of the three-year rolling school development plan which is an effective basis for financial planning and gives a very clear picture of all aspects of school life. The school has a long-term view of its accommodation needs; long-term plans for spending in other areas are less well developed.
69. The governors are fully aware of their responsibilities for managing the finances of the school and they carry out their duties with commitment and competence. The knowledge and experience of individual governors are used well to plan and prepare the budget and all governors and staff are involved as part of the corporate process. All are aware of the need to make spending decisions with care and prudence and to gain value for money. The governing body is supported in its financial overview by the finance committee, which views budgets monthly and examines expenditure to date. Members of the committee are fully experienced in their role and well trained but would benefit from having a financial procedures' manual tailored to the school and a monthly view of committed future expenditure. The school is conscious of considering its own performance and has now set up data measures which allow it to compare its performance in relative and absolute terms.
70. Personnel budgets are high in comparison with similar schools but, in the context of special educational needs and provision for pupils with English as an additional language, this is well justified and the provision of support staff in each class gives good results. The carry forward is in excess of five percent

and has its historical roots in an error on support staff salaries and a refund on a water bill. This carry forward is now being reduced slowly. The school receives an allocation of money for staff training, pupils with special educational needs and those for whom English is an additional language; these specific grants are used effectively to support the objectives of the school development plan.

71. Routine school and financial administration are undertaken very efficiently with the appropriate use of newly installed information technology. The very competent school administrator is well trained and uses the available technology efficiently for both financial and administrative tasks. The school's financial systems have been audited this year and the conclusion was that the school's financial operations and procedures were operating effectively and no major compliance issues were identified. Eleven of the twelve minor issues have now been rectified and only the register of business interests requires to be set up.
72. The use of the school's accommodation is good and innovative in many areas. The parents' and medical rooms are used well and imaginative expenditure on the playground has resulted in a more interesting outside environment. The school is used by a daily after-school club and, on Saturdays, for a Greek school.
73. Taking account of the school's intake, the satisfactory standards attained and the good progress and personal development of the pupils throughout their time in the school, the school provides good value for money.

76. PART B: CURRICULUM AREAS AND SUBJECTS

76. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

77. The school's provision for children under five consists of a part-time nursery class, with thirty places in the morning and thirty in the afternoon. Children enter the nursery at the beginning of the year in which they have their fourth birthday. At the time of the inspection almost all children in the three reception classes were also under five; they are admitted to the reception year at the start of the academic year in which they are five but summer-born children do not become full-time until January.
- 77.
78. As the school is not able to provide nursery education for all its children, emphasis has been placed on establishing positive home-school links through designated workers undertaking a programme of home visiting. These workers, some of whom speak a range of community languages, encourage children to play and help to develop parents' understanding of the importance of play activities. During the year before this group of children is admitted to the reception classes they are invited to a toy library, followed by play sessions operating within the school. Teachers and nursery nurses also visit families at home prior to children being admitted to nursery and reception classes. Before children are admitted to nursery they benefit from the provision of a parent and toddler group. These procedures provide an excellent introduction to school.
74. The overall attainment of children on entry to the nursery is well below national expectations. Many enter with little or no English language and about 15 per cent are from asylum-seeking families. The well-planned approach to teaching and learning and the high level of provision in both the nursery and reception classes ensure that all children make good progress in work that is set at an appropriate level. However, as base-line assessments indicate, attainment is still below the LEA's average on entry into compulsory schooling because of low fluency levels in English.
75. Children's personal and social development is good. The supportive atmosphere in the nursery makes children feel secure; they gain in confidence and begin to join in activities with other children. They learn to take turns, share resources and work both independently and collaboratively. They show respect for resources and are developing an understanding of classroom routines. During the inspection, children - who had attended part-time in the nursery for only five weeks - gathered into a circle without fuss to join in simple action songs and rhymes; they waited patiently while their mid-afternoon snacks of fruit and vegetables were handed out. Children in the reception classes take responsibility for finding their own name cards at the beginning of the school day and readily clear away equipment, including the mats at the end of a session in the hall. When selecting costumes for their play to celebrate the festival of Diwali, they were confident in their choice and enjoyed the opportunity for celebration. Children have very positive relationships with adults and other children; they work and play together happily, regardless of race and gender.
76. There is a wide range of provision to support children's language and literacy and overall progress is good. Many activities are appropriately structured to increase children's confidence in speaking and listening. They listen attentively in whole-group sessions and are ready to talk about their experiences. Talk and story making are also developed through imaginative role-play areas and these provide opportunities for children to engage in conversation and increase their vocabulary and confidence in speaking. In the reception classes, children - including early bilingual learners - follow instructions, as was evident when a small group was making coconut pyramids by following a simple recipe. Children enjoy books and handle them with respect. By the time they reach the reception classes many are able to tell the story of a book by referring to the pictures and they know the direction print is read in English. The majority recognise their names but only a few have developed a small sight vocabulary. Children engage in writing activities and enjoy formal and informal opportunities to practise writing; the well-organised and imaginative writing areas in every classroom make a positive contribution to children's progress in this area. Higher attaining older children are beginning to write some words without the help of an adult and all are gaining a knowledge of sounds.

77. Children are provided with a wide variety of experiences and these form a firm foundation for mathematical understanding. In the nursery children begin to understand how many objects a number represents and those of higher attainment count confidently to five; this was evident when children were decorating biscuits with Smarties. They gain basic experiences of weight and capacity through sand and water play and begin to recognise simple shapes; children in the nursery knew that the tray on which their milk was served was rectangular in shape. In the reception classes, children learn to recognise and recreate patterns; the more able recognise and use numbers to ten and are beginning to show awareness of simple addition and subtraction. While attainment remains below average in all the under fives' classes, good progress is made in mathematical understanding.
78. Children's knowledge and understanding of the world are developed through a wide variety of activities and they make good progress. In the nursery class children look closely at the patterns on autumn leaves and are interested in their colours and shapes. The imaginative and purposeful use of the outside play area gives reception children opportunities to explore their immediate environment; during the inspection children were excitedly digging for 'animal skeletons' in a large tub of soil. More than half the children at this stage can name and identify the major parts of the body. They make models with recycled and structured materials and use tools safely when cutting and joining. They enjoy opportunities to work at the computer and there is a wide range of achievement in this area; some children in the reception class were unable to name the mouse while others were able to move objects on the screen confidently and one child, who brought experience from home, was able to select programs and carry out a printing process.
79. There is a range of opportunities for children to develop small motor and manipulative skills through using scissors, brushes, pencils, puzzles, construction toys and clay. In physical education sessions in the hall, reception children show good co-ordination and control and learn to use the available space well. In the development of both small and large motor skills pupils make very good progress. Nursery children make good use of the outdoor play equipment, including a wide range of wheeled vehicles. As they grow in confidence, they carefully manoeuvre these in different directions. The provision and use of outside play for the reception children are excellent. They use the playground furniture and a range of other apparatus to balance, climb and develop a range of large motor skills successfully.
80. Children make good progress in their creative development. They enjoy creative activities and respond to the wide range of opportunities for drawing, painting, printing, collage, working with clay, making music and imaginative play. They develop good control of a range of art materials and tools; this was the case when reception children carefully applied sequins and small coloured shapes to their clay Diva lamps. In the nursery children enjoy experimenting with a range of instruments on the music table and joining in action songs. Reception children sing songs from memory, tunefully and with enthusiasm.
81. The quality of teaching for children under five is never less than satisfactory. Ninety per cent of teaching is good and better, with 47 per cent judged to be very good; there is also evidence of excellent teaching. All staff have a good knowledge and understanding of children's individual needs and the under fives' curriculum. They ensure that children experience appropriate practical activities in all areas of learning and ask effective questions. Teachers plan well for a balanced curriculum and use their knowledge of children and good assessments to plan work and adapt expectations for individuals and groups of children. The provision for children with special educational needs and those at an early stage of English acquisition is particularly good. A strength of all teaching is the very positive partnership that exists between nursery and reception teachers, nursery nurses, bilingual workers and other adults working in the classrooms. They share the same positive approach to teaching and a deep commitment to developing children's knowledge and understanding. Teachers and members of the support staff work hard to ensure that all classrooms are attractive and stimulating learning environments; resources are well organised, accessible and used effectively to support children's learning.
82. Parents are welcomed into the classrooms and there is good informal contact between parents and staff at the beginning and end of the school day, as well as regular opportunities to discuss the children's progress.

87. ENGLISH, MATHEMATICS AND SCIENCE

87. English

83. At the end of Key Stage 1 overall standards of attainment in English are in line with the national average and, generally, pupils make good progress. While standards in reading are just below average, standards in writing are in line and standards in speaking and listening are above average.
84. This broadly reflects the findings of the most recent national tests and assessments which show that the school's results in reading are below both the national average and that for similar schools. However, in writing, the school is in line with the national average and achieving above the average of schools with a similar intake. Although the standards attained in the 1999 reading tests were slightly lower than the previous year, there has been a steady improvement in overall standards over the last three years. Inspection findings show that there is no significant difference in the attainment of girls and boys and pupils with special educational needs attain standards in line with their capabilities. The school has identified that there is some variation in the attainment of different minority ethnic groups and is providing additional support to raise the attainment of the lower achieving pupils.
85. Attainment in speaking and listening is good and standards in this area have improved since the last inspection when speaking was judged to be generally sound and listening less good as pupils neared the end of the school; this is no longer the case. Pupils listen intently in the whole-text sessions of the literacy hour and to the stories read in religious education lessons. Many pupils in Year 2 show, by their relevant comments and questions, that they have listened carefully. Through the range of opportunities provided for speaking and listening - circle-time discussions, role play, co-operative work and reporting back - pupils develop their skills. They are eager to contribute their ideas and observations and, when talking about their work in the plenary session of a literacy hour, they become increasingly aware that a more formal vocabulary and tone of voice are needed.
86. Throughout the school pupils are interested in books and enjoy reading and this has a positive effect upon their attainment. Through using the wide range of core books provided in every classroom they develop different skills and strategies and these are improved by group reading and sharing large texts. Puppets and story props, linked to known stories, increase the understanding of pupils for whom English is an additional language and help to ensure that their interest in reading is maintained. At the end of the key stage, many pupils express opinions about major events in stories when reading individually or as part of a class group; however, there are relatively few who read a range of fiction and non-fiction texts fluently and accurately with good understanding.
87. The school's developmental approach ensures that pupils are confident writers and this is a contributory factor to the higher attainment in writing. Independent writing is encouraged from the time children enter school; they learn to form letters accurately and their knowledge of sounds, gained in the focused word-level work of the literacy hour, is apparent in their writing. Approximate spellings appear quite quickly in the work of the younger pupils and they gain understanding of how to approach the task of writing from their shared writing sessions. Pupils in a Year 1 class told their teacher when full stops and capital letters had been left out of their shared story based on the Farmer Duck book and Year 2 pupils knew whether a sentence should end with a full stop or a question mark. At the end of the key stage pupils write for a variety of purposes: they describe a visit to Epping Forest, write instructions on how to plant seeds and write imaginative stories on magic seeds. Autumn poems, written in the style of Christina Rossetti, use words that have been chosen for variety and interest.
88. Through lesson observations and scrutiny of work over time it is clear that pupils, including those with special educational needs and many for whom English is an additional language, make good progress in all aspects of English. Among the school's wide range of bilingual learners there are only two minority ethnic groups for whom progress is less good. Children enter school with skills in speaking, listening and writing below the LEA's average and with skills in reading which are well below; by the time they leave the school they have attained the national average in all areas except reading and there is a steady

improvement in standards in this area. Books are taken home every day and the involvement of parents in their children's reading is contributing to the progress made. The emphasis the school places on speaking and listening is enhancing progress in all aspects of English. Pupils in Year 1 classes develop their spoken language by acting the story of their 'book of the week', engaging in related role play in the 'hospital' or 'Handa's House' and experimenting with expressive language when using the tape recorder. They write simple captions and their own addresses and, by Year 2, are writing sequenced sentences and more detailed descriptions. The carefully planned work, the provision of activities matched to pupils' different levels of ability, based on the National Literacy Strategy, and the targeted support provided for pupils with special educational needs are major contributory factors of the good progress being made.

89. There is clear evidence of pupils using their literacy skills in all areas of the curriculum. In a Year 1 geography lesson pupils used a story to describe locations and, in a Year 2 class, they used a sequenced story when developing their use of a Roamer in information technology. Older pupils write up their science investigations in a variety of ways and write descriptions of Diwali customs in religious education.
90. In all classes, including the nurture group, pupils have very positive attitudes to English. Their response in lessons is never less than satisfactory, is usually good and sometimes very good. Pupils listen attentively, take pleasure in sharing 'big books', are enthusiastic and eager to participate. They are familiar with class routines, settle to group work readily and without fuss and the majority persist at their tasks. Occasionally, there is slight restlessness towards the end of whole-class sessions but there is no disruption. There are very positive relationships between pupils of different race and gender. They are able to work effectively in pairs, as was evident in a Year 1 class when pupils were thinking of words containing a particular vowel sound, and in groups.
91. There is no unsatisfactory teaching in English. The majority of lessons are either good or very good and there is evidence of excellent teaching. All teachers have a secure subject knowledge and a good understanding of the requirements of the National Literacy Strategy. Medium-term planning is undertaken in year groups and clear learning intentions are identified. Lessons are well balanced and organised and good use is made of time. Resources are well prepared and of very good quality and help to ensure that all pupils have a clear understanding of text and task. Where teaching is excellent, there are high expectations of work and behaviour and very effective strategies for maintaining interest and establishing good discipline. All teachers work in positive professional partnerships with classroom, welfare and learning support assistants, who are well prepared, understand the purpose of their work and provide very good support for pupils.
92. The school is implementing the National Literacy Strategy very successfully. All Key Stage 1 classes have a daily literacy hour and this is supplemented with additional opportunities for speaking, listening and extended writing. Good use is made of the school's own well-stocked and organised library, visits are made to the local library and the curriculum is enriched by visiting Turkish and Caribbean storytellers. Assessments made in English are comprehensive and manageable and used to set targets for individual children and for groups.
93. English has a high profile in the school and the subject is very well managed by the knowledgeable and experienced co-ordinator. The planning, teaching and learning of English are regularly monitored and the monitoring programme has been a major contributory factor in raising standards. A generous budget has been allocated to the subject over the last few years and this has been used to good effect. Resources of core books, large texts, group reading books and story props are very good and effectively used. All classrooms have designated areas for writing, in addition to attractive, well-organised book corners which contain a wide range of books reflecting different cultures. Books are also used to maximum effect in a wide variety of displays.

The effectiveness of the Ethnic Minorities Achievement Grant (EMAG) and its impact on the achievement of pupils

94. The school gives priority to developing the language competence of all pupils, of whom 64 per cent are learning English as an additional language; in addition to English, 24 languages are represented in the school. Inspection findings show that the number of pupils eligible for EMAG support is growing and, currently, of the 60 pupils on roll in the nursery 50 per cent are beginner bilinguals.

95. Assessments of pupils are made using the LEA's three-point scale. The most recent assessments of pupils' levels of English language acquisition were undertaken in October 1999. These show that ten per cent of pupils in the reception classes and in Years 1 and 2 are at a very early stage of English language acquisition, almost all the remaining 54 per cent fall into the very broad progressive band. Only a very small number of pupils learning English as an additional language are fully fluent by the time they reach Year 2. Following an in-depth analysis of the performance of minority ethnic groups in the 1999 national tests, action has been taken to target the two under-performing groups. Additional learning support staff have been employed to target groups of pupils who have been identified as underachieving and additional emphasis placed upon the work with families.
96. Until the beginning of this academic year, the five-person team, made up of one full-time and two part-time teachers and two bilingual assistants, were employed by the LEA who held responsibility for them. From the beginning of this academic year the responsibility for the team has been transferred to the school; this resulted in a reduction in the number of people working in the school. Currently, members of the team are employed in classrooms, running the toy library and visiting the homes of refugee families and other minority ethnic groups. The changeover has been handled well by the school and all members of the team are clear about their roles and responsibilities. They work tirelessly with parents and are committed to raising levels of achievement for pupils from all the groups represented in the school; they make a significant contribution to the standards achieved. The school has clearly identified the needs of its pupils and the EMAG action plan gives a clear view of the way forward.
97. The deployment of EMAG staff working in classrooms takes account of the fluency levels of bilingual pupils and their general learning needs. Bilingual staff offer valuable first language support work in the nursery and reception classes. The school adopts a partnership approach to accessing the National Curriculum for its pupils and this allows staff to share expertise, strengths and specialisms. EMAG teachers plan within the school's planning systems and contribute to the school's assessment procedures. Each member of the team has a clear understanding of the needs of their targeted group and, during the inspection, teachers and other bilingual members of staff were observed working with groups and individuals.
98. Where observed, teaching was judged to be satisfactory. Teachers within the team have a good understanding of the needs of bilingual pupils, the importance of listening for these pupils and the central role of talk. The relationships that exist between adults and pupils is good and contributes to the quality of the pupils' development both socially and in their learning. While resources are available, they are not always used to support pupils to engage independently in the task set.
99. In its documentation, the school states its commitment to ensuring that opportunities are provided for pupils with little experience of English benefiting from working in mixed language groups with fluent English speakers who can act as models. During the inspection many such groups were observed and in almost all cases pupils' learning was enhanced through EMAG pupils working together with native English speakers. However, in one Year 2 class, the group included two pupils with special educational needs who did not provide a positive linguistic model and occupied a considerable amount of the EMAG teacher's time. The school should look again at the composition of groups containing targeted pupils to ensure that they are meeting their own stated intention. Future developments should include a review of the time allocated to pupils, who join the school from overseas with no English, to ensure that they have a regular structured input.

104.

104. **Mathematics**

100. The results of the 1999 National Curriculum assessments at the end of Key Stage 1 show standards to be in line with the national average but above the average for schools of a similar background. This is very much the same as the results of the previous two years although slightly fewer pupils scored at the higher levels this year. Inspection observation of pupils in Year 2 indicates that standards are again broadly average although there are a substantial number of special educational needs pupils and a wide spread of attainment within the classes.

101. Given that pupils start at the beginning of Key Stage 1 at below average levels, they are making good progress to reach average standards. The good progress they make is mainly because of the teaching they receive, which builds on the very good approaches and practices of their colleagues in the nursery and reception classes. It is based on detailed planning and competent teaching which fully incorporates the Government's National Numeracy Strategy. Many of the younger pupils in the reception classes, and still some by Year 1, have great difficulty with counting numbers to ten and understanding exactly what these numbers mean. However, good attention to the development of number means that by Year 2 many pupils are gaining confidence with numbers up to 100 and learning to count in twos, fives and tens. They can also begin to add and subtract numbers to ten. They recognise coins and calculate small amounts by totalling the value of the coins. Most pupils draw and describe shapes accurately, they name common two- and three-dimensional shapes and recognise the presence of their shapes in and around the school environment. Pupils record the number of sides and faces on shapes and experiment with turning and rotating them.
102. There is no difference in the progress between boys and girls and careful monitoring has also shown that pupils of all ethnic groups attain equally. There is no significant variation in the progress pupils make in different aspects of mathematics. Special educational needs pupils make good progress as do those for whom English is an additional language. This is because of the planning, targeting and very good use which is made of all support staff during mathematics lessons. In all the lessons seen, support staff working with special educational needs or lower ability groups worked exceptionally well. They are positive and supportive, asking a good range of questions to make the children think about their work. They are well briefed by class teachers and join in with the assessment and recording procedures.
103. In all classes pupils respond well to the mathematical teaching and show a real interest in the counting and problem-solving activities. They behave well and co-operate with each other in group activities. During group work they use equipment such as cards, grids, number lines, number squares and games sensibly and to good effect. Most of the unsupervised groups work independently although, on some isolated occasions, they lose interest and talk about or do other things. Pupils listen to instructions well and are frequently asked to explain how they work things out. This not only consolidates their mathematical thinking but also supports their speaking and listening skills.
104. Teaching is at least satisfactory and in half the classes it is good or of a very high standard. It is characterised by detailed lesson planning, good introductions - which challenge the pupils' thinking about number - and well-chosen activities matched to the needs of individual pupils. The nationally recommended Numeracy Strategy is fully implemented. In the best lessons teachers have high expectations and use their skills of questioning, explaining and demonstrating to good effect. An excellent example of this was observed in a Year 1 class where the teacher had prepared a number of creative activities linked to problem solving. The pupils were encouraged to try out different ways of recording their answers and the class teacher used the pupils' examples very well, referring to the difficulties and further developing the mathematics, in her concluding session. The ending of lessons in some classes is less successful because it is either too hurried or does not sufficiently focus on the mathematics involved. A further area of weakness in some classes is the use made of the computer to support mathematics teaching. Often the children working in pairs on the computer receive little or no further guidance so their mathematical or information technology learning go unnoticed and unchecked. Teacher assessment overall is effective and helps to match future work to pupils' learning needs. Challenging targets are set at the end of Year 1 as a guide to the teachers in Year 2 with regards to expected performance in national tests. Teachers make good use of applying mathematical skills and understanding in other curricular areas; for instance, estimating sizes when designing and making models and using their measuring skills in science.
105. The mathematics co-ordinator has very good systems in place to support the subject and take it even further forward. She has the necessary experience and expertise to lead and motivate her colleagues. She has watched other teachers in action and given feedback. Recently, she has conducted a detailed audit of the school's needs. There is recognition that homework and parental support for mathematics need to be developed next and also that the implementation of the Numeracy Strategy will need monitoring. Staff have addressed all the weaknesses identified in the last inspection, particularly those of planning and the use of pace and time in lessons. Resources have considerably improved and these

are used to very good effect in mathematics teaching across the school.

110. Science

106. The school's 1998 National Curriculum teacher assessments show that, at the end of Key Stage 1, attainment was above the national average for pupils reaching the national standard (level 2) and well above the national average for those exceeding this standard (level 3). Compared with schools of similar background, standards in science are very high. Standards have improved steadily since the last inspection in 1995. In that year, standards were in line with the national average in terms of pupils reaching level 2 and no pupil achieved level 3. In 1998, almost one third of pupils achieved the higher attainment target.
107. The school's most recent results (1999) show this improvement to have been maintained, and in the case of pupils exceeding the national standard, to have improved even further (36 per cent of pupils achieved level 3).
108. Inspection findings confirm this trend. Evidence from the current cohort of Year 2 pupils, at this stage in the year, indicates that the vast majority of pupils is achieving in line with national expectations. However, on the basis of the lessons observed, there are proportionately less pupils than in the previous two cohorts achieving above this level. Inspection evidence also indicates that pupils throughout the school make good progress in science. The positive start they make in the nursery and reception classes provides a strong foundation for this progress. Effective development of the subject at Key Stage 1 since 1996, good planning and better teaching have significantly assisted this improvement.
109. Year 2 pupils achieve satisfactory standards, or better, across all the National Curriculum Programmes of Study in science. Standards in the life sciences are a strong feature in pupils' performance. Pupils have a good knowledge of the conditions for growth in living things, both in plants and humans. They understand that living things grow and reproduce. In their experiments with seeds, pupils demonstrate a good understanding of the part played by air, light and water in this process. They also show a good grasp of how to investigate their ideas. Some use the word 'predict' to identify what they think will happen with the seeds, and with assistance from the teacher, set up experiments to explore their predictions. They are familiar with simple recording systems to communicate their findings. They make good use of their measuring skills for this purpose, but little use of their data handling skills – for example, simple pictograms. Pupils have a sound knowledge of materials and their uses, with some pupils able to identify their properties; for example, the pupils who were able to identify that a book is made from paper which is made from wood, or, exceptionally, the pupil who knew that glass is made from sand.
110. Overall, pupils make good progress in all aspects of their science work by the time they leave the school. However, this rate of progress was not reflected in the individual lessons observed during the inspection, probably because each lesson was the first in the new half-termly topic. In Year 1, pupils build effectively on the good foundations laid in reception, particularly in learning how to conduct simple experiments – for example, when checking the effect of placing a sunflower in a bowl of coloured water. Through good use of the support staff and careful planning, all pupils make good progress in the development of simple scientific vocabulary and ideas, especially those with limited English – for example, when learning the major parts of the human body. Pupils in the nurture group benefit from a similar approach to make good progress in developing an awareness and appreciation of the environment – highlighted in their work on the wild-life topic. Although the higher attaining pupils demonstrate good progress in the work found in their topic books, the same was not evident in the individual lessons observed. Here, pupils were not given sufficient opportunity to extend their learning in line with their capabilities.
111. Pupils' attitudes towards science are good. They show commitment, interest and enjoyment in the subject. They like practical work and finding things out. The improved behaviour among the older pupils since the last inspection has assisted significantly the overall rise in standards in the subject. Levels of co-operation between pupils when engaged in practical activities are generally good, although there are moments when some pupils find sustained collaboration difficult. Pupils focus particularly well in whole-class situations. They listen carefully, concentrate well and follow the class routines and

expectations effectively. The fact that all classrooms have a very positive feel is a good indication of the quality of pupils' response to the subject.

112. In the lessons seen, the quality of teaching was sound. Teachers' plans from previous lessons, and the quality of pupils' completed work, indicate higher levels of teaching performance. This discrepancy may be explained by the particular circumstances of the lessons observed. These were the first in the new topic areas to be taught – sound and materials – and adopted an introductory focus which offered little variation in expectation across the range of previous attainments and abilities in the class. In the more effective of these lessons, teachers ensure that the particular skills and knowledge to be learned remain central to the lesson. In the less effective lessons, these become incidental because of the way the activities are structured. The focus on the activity at the expense of clear learning outcomes limits the opportunities for many pupils to extend their learning beyond what they already know. Teachers' classroom management skills are effective. The partnerships they develop with the support staff are very productive and help to ensure that time and resources are appropriately used. The commitment of teachers to the children is immense. This is the key factor that makes the difference. All pupils know that the teachers and support staff care and want them to succeed. That pupils do achieve and make good progress is a cause for great satisfaction to both pupils and staff.
113. Since the last inspection, science has undergone significant and successful development. A revised policy has been produced, the school scheme of work has been strengthened and supplemented with the national scheme of work. A targeted programme of in-service training was implemented with the support of the local authority and the resource provision was enhanced. The effect has been to increase staff confidence in the teaching of the subject and in higher standards of performance in the classroom by both teachers and pupils. The most significant effect is seen in the performance of the higher attaining pupils. Monitoring the quality and effectiveness of these improvements has been addressed and continues to be a focus for attention. The co-ordinator monitors teachers' plans and is introducing revised assessment procedures based on the national science guidelines. Teachers keep their own detailed assessment records of pupils' progress which are effectively used as a source of information for the next class teacher. These are not used by the co-ordinator to help monitor the overall effectiveness of the school's provision and to identify future school learning targets. This is a weakness. Teacher assessments at the end of Year 2 are effectively used for this purpose but are not yet part of a continuous process beginning from the baseline assessments.

118.
SUBJECTS OR COURSES

OTHER

118.

Information Technology

114. In addition to observing two lessons in control technology, judgements about standards of attainment are also based on observations of pupils at work, discussions with pupils and staff, a scrutiny of pupils' work and an analysis of planning documents. Based on this evidence, pupils' standards of attainment in information technology are in line with national expectations. These judgements are in contrast with the findings of the previous inspection where standards were judged to be below those expected nationally with no evidence of control technology.
115. Although early in the school year, pupils in Year 2 are able to support their work in literacy by using a word processor to produce sentences that communicate meaning. Most pupils, including those with special educational needs, demonstrate their ability to attempt the spelling of unknown words. Some pupils are able to punctuate with capital letters and full stops, use the erase key, change the font in which they are working and save and print their work. From the scrutiny of earlier work and the work on display, it is evident that pupils are able to use a graphics package to create pictures. This work shows that they have good control of the pen, can select the most appropriate tool for the task and produce recognisable portraits and plans to support their work in geography.
116. Pupils in Year 1, confidently use the mouse and keyboard. Using a graphics program linked to their topic, they are able to select from the tool bar, choose from the colour palette and use the drag facility to move and flood-fill to create a visual effect. In both year groups, whole class lessons took place where

pupils learnt to control a programmable robot, in this case a Pixie. Pupils in Year 1 understand that machines are controlled and that the Pixie can follow a set of instructions and move along a given route. Many pupils in Year 2 are able to program the Pixie, increasing their accuracy and amending their predictions to make them correct. In groups, which included pupils with special educational needs, pupils worked together to produce plans, sequencing one of their favorites stories, Rosie's Walk. They understood the need to clear the memory of the Pixie and to program the device to move through their story sequence. More able pupils incorporated angles other than 90 and 180 degrees and used words like 'diagonal' when discussing their work. While pupils made progress in most of the work seen during the inspection and there is evidence of good and very good progress in these lessons, progress over time is less satisfactory. This is mainly due to the limited amount of time allocated to the subject (three per cent) which results in pupils having insufficient time to refine, develop and extend their skills.

117. When given the opportunity to use the computer, pupils are interested and enthusiastic. They display a curiosity that wants to know more about the functions of the machine, share their expertise with each other and take advice from their partners when working in pairs. When working together programming the Pixie, they are able to adhere to the rules, share ideas and organise their workload.
118. While there is evidence of good and very good teaching and the efficient use of time through whole-class teaching, there is less evidence of teachers using their skills when pupils are working in pairs on the computer. The good and better teaching was exemplified by good subject knowledge, planned work for group activities that provided differentiated tasks and appropriate links with other subjects, particularly literacy, numeracy and geography. In the very good lesson observed, pupils were challenged and encouraged to think and this had a direct outcome on the standards achieved.
119. Since the previous inspection the school has worked hard to improve the provision for information technology. The school plan gives a clear view of what has been accomplished, what has to be done and the action necessary for this to be achieved. A policy is in place and long-term planning allocates aspects of National Curriculum Programmes of Study to be covered each term. Planning is informed by the school's scheme of work, developed through staff discussion with advice from the Local Education Authority (LEA) advisor; the school scheme has recently been enhanced through the use of the QCA published scheme. The subject has been a focus for school development and all classes have been observed as part of the school's monitoring programme. The co-ordinator currently monitors planning and has a good grasp of what has to be done. In consultation with her colleagues she now plans to spend the monies allocated to the school through the National Grid for Learning to make the satisfactory resources better and organise the in-service training of teachers to meet the challenges that new hardware and software will bring.

124. Religious education

120. Standards in religious education are in line with the expectations of the locally agreed syllabus and overall pupils make satisfactory progress in the subject. However, there are some differences between classes in the amount of time given to religious education teaching. This results in less learning taking place and hence slower progress for those pupils where less time is allocated.
121. The school follows the Enfield Agreed Syllabus and teachers' planning shows that this is being followed carefully. It covers the main religions of Christianity, Hinduism, Judaism and Islam. In Year 1 pupils can remember and record their visits to a local church and the harvest festival celebration. They make very spontaneous comments about God creating the world and the need to care for it through, in this case, looking at a picture of a beautiful landscape. There was a real sense of feeling, thought and wonderment as the classes discussed this theme. This all came about due to some very skilful questioning and explanation by their teachers. One of the classes then spent time in following up the theme through writing and drawing activities. In the other classes no time was given to such activity and some pupils, involved in English related tasks, missed the lesson entirely. In Year 2, pupils have a good understanding of the Hindu festival of Diwali. They know much about the story of Rama and Sita and that you can learn from it about freedom and helping others. Some also know that for Sikhs, the

Diwali lights are associated with another specific religious event. However, the standards and progress are again lower in one class because not enough time is given to the subject.

122. Pupils listen very well in religious education lessons and show respect for each other's opinions. They are keen to respond and show, by their curiosity, a good level of interest. This is all stimulated by the creative way in which themes such as Diwali are extended into other curricular areas. Pupils are introduced to Indian music, explore using it in movement and handle the artefacts, both in lessons and in role-play, with care. The quality of the discussion in all lessons further supports the development of speaking and listening skills.
123. The overall quality of teaching is satisfactory. It is characterised by good use of resources and an emphasis, which also strengthens the spiritual, moral and cultural development of the pupils. Lessons are well managed although some of the group activities do not always match the pupils' abilities. Where this occurs pupils can become less involved, although in one case they successfully altered what they should have been doing to stay on task. The school's assessment and recording procedures have only recently been introduced. Some teachers have still to use the systems to further inform their knowledge of the pupils so this is still an area of weakness.
124. At the time of the last inspection religious education was underdeveloped as a discrete subject in the school. The co-ordinator has done a great deal to raise the status of the subject through introducing planning and assessment systems and providing in-service training for the staff. She leads by her enthusiasm for the subject and has a clear action plan for further development. The resources are now greatly improved and linked to the main themes studied. Some staff still acknowledge difficulties with knowing the best ways to teach the subject and timing issues still remain to be resolved. However, overall there has been significant improvement since the last inspection.

129. Art

125. The good standards in art, noted in the last inspection report, have been maintained and pupils continue to make good progress in all aspects of the subject.
126. In all classes pupils use drawing, painting, design, printmaking, textiles, collage, modelling, three-dimensional and computer-generated art to express their ideas and feelings, record observations and design and make images and artefacts. There is also evidence of pupils responding to the work of different artists and linking this to their own art and design. Before beginning their weaving with fabric, pupils in a Year 1 class examined a colourful, woven, woollen rug and noted the pattern of the threads, commenting 'they go in and out and in and out'; Year 2 pupils looked at paintings of sunflowers by Van Gogh and Frederick Gore before painting their own observations of the flowers growing in the school's garden. An enrichment of the art curriculum is provided by visiting artists who form the basis of an arts week during the summer term. Over the last three years the school has benefited from the residencies of an artist working with batik printing, a sculptor in wood and an artist making felt pictures; the results of their work with the children are displayed in the school and all the work produced is of a very high quality.
127. Good progress is made by pupils of all levels of attainment and from different cultural backgrounds. Pupils in Year 1 classes draw simple line drawings of the local church while, in Year 2, pupils record their observations of different leaves with careful and sensitive shading. The computer is used to generate patterns and pictures of faces and then, as pupils develop their skills, more complex images of leaves and plants are produced. Increasing control of paint and brushes is evident in the vibrant, colourful pictures of flowers and leaves displayed in the Year 2 classrooms.
128. Photographic evidence of pupils working with the artists in residence shows a high degree of interest and involvement and this was also the case in the art lessons and art activities observed during the inspection. In a Year 1 class and in the nurture group pupils were very attentive during the teachers' demonstrations of weaving and were eager to begin their own work. Both groups made sensible decisions when choosing their materials and individuals persisted at their tasks and were pleased with the results. In the Year 1 class pupils co-operated well when working in pairs.

129. Only two art lessons were observed during the inspection although art activities also took place within other subject areas. In the two specific lessons the quality of teaching was good and very good. High quality resources were very well prepared, teachers gave clear demonstrations and explanations and managed their pupils well. The effective partnership of teachers and members of the support staff made a positive contribution to pupils' progress and, in the Year 1 class, parents also gave good support.
130. Effective and meaningful links are made between art and other subjects. In Year 2 classes, pupils illustrate their book reviews and design Rangoli patterns in their work on Diwali. Pupils in Year 1 draw pictures of themselves for a science display, paint pictures to illustrate the Creation and follow written instructions to make clay animals in their group session of the literacy hour. However, art is also planned as a discrete subject and the school's scheme of work provides helpful guidance on the required progression and continuity in the whole range of art techniques. There has been an improvement in this aspect since the last inspection.
131. Art has been a recent focus on the school's development plan and the enthusiastic and effective co-ordinator has monitored work in classrooms and continues to monitor teachers' planning; the monitoring programme is a contributory factor in the continuing good progress made by pupils. The co-ordinator ensures that a full range of resources is available and these are accessibly stored in classrooms; a collection of reproductions of the work of a wide range of artists, representing different cultures, is helpfully organised into different topic areas. Art has a high profile in the school and the environment is enhanced through attractive displays of pupils' work in classrooms and shared areas.
- 136.
- 136. Design and technology**
- 136.
137. Only two design and technology lessons were seen during the course of the inspection. Judgements on the strengths and weaknesses of the subject are also based on the scrutiny of pupils' work, photographic evidence of work undertaken earlier, a survey of wall displays, teachers' planning and discussions with pupils and the subject co-ordinator. The last inspection report stated that, while the younger pupils made progress in skills, the older pupils lacked the breadth of experience to achieve as highly as they should. Pupils are now achieving across a range of skill and make satisfactory progress over time.
132. The subject has many strengths and these include the meaningful and imaginative ways that design and technology is linked to a number of other subjects. This was the case in Year 2, where as part of their study of Diwali, pupils designed and made menus for their Indian restaurant. When making their plans, they carefully considered the features which would make them attractive to the people who would use them. Pupils made their menus using card, paste and a variety of glitter; they considered how best to fold their card and confidently and carefully used scissors while taking account of their teacher's written assessment of their plans. Some pupils in this year group considered designs for an apron to wear in the kitchen of the Indian restaurant which would be both functional and attractive, while others created Rangoli designs on the computer. In Year 1, pupils used a wide variety of two- and three-dimensional materials and considered the purposes for their models. For example, when making a bed to accommodate a small play person using reclaimed materials and commercial construction kits, they reflected upon the size of the model and how to make the bed strong enough to hold its weight. Some pupils improved their design by making their original bed into a bunk bed and pupils, including those with special educational needs, made progress in sticking cylindrical shapes on to a flat surface using the splay method.
133. In the lessons observed pupils made good progress. However, while pupils make satisfactory progress over time this could be improved. There is a need to evaluate the current systems for planning and a whole-school decision made about exactly what is to be taught in each class within the limited amount of time allocated to the subject; this should also ensure greater continuity and progression in the pupils' learning.
134. In the lessons seen and in discussion, pupils display enthusiasm for their work. They work well together

and are able to encompass the ideas of others, discuss their intentions and take advice from adults. This was particularly evident when one child was having difficulty getting the fourth leg to stick on his bed. He sought and accepted advice from his group on how best to make the cuts in his cardboard cylinder; his perseverance was rewarded and his success was shared by everyone in the group.

135. While all teachers plan for design and technology and there is evidence that pupils are given the opportunity to design and develop their ideas by making free-hand drawings, there is an under-emphasis on this aspect of the subject. In the lessons observed teaching was good. Pupils were managed well, learning intentions were clear and good quality resources provided. In both of these lessons, pupils were encouraged to reflect upon their work to ensure that it met their original intention.

136. The co-ordinator currently monitors planning and offers informal advice to her colleagues; she has a clear view of the way forward. During the last academic year she was instrumental in the school's involvement in the Borough's 'food challenge' where pupils from different classes produced a range of foods. In consultation with her colleagues she has written the school policy and introduced the QCA scheme of work that now guides teachers' planning. Within her own development plan for design and technology she identifies the need to provide in-service training to assist teachers in implementing the scheme and plans to improve the satisfactory range of resources, particularly by purchasing additional commercial construction kits.

142.

142. **Geography**

137. No geography lessons took place during the period of the inspection. Evidence drawn from scrutiny of teachers' plans and pupils' completed work, and from discussion with pupils, indicates that overall pupils make satisfactory progress in geography. However, as at the time of the previous inspection, there remains some inconsistency in the levels of progress made by pupils across the year groups and classes. The last report highlights a variability in the quality of planning. Although improvements have been made since then, this shortcoming has not been fully rectified.

138. On entry to Year 1, most pupils have a sound understanding of their immediate environment and for many this is extended, through their personal experiences, to other more distant parts of the world. Some can use a globe to identify distant countries, recognise distinctive artefacts and traditions from these countries and many are familiar with an atlas. Pupils recognise the school on a local street map and understand that places and journeys can be represented on plans and maps. They construct their own simple street maps, showing some of the major features – roads, houses, and shops. With help, pupils design a route using the computer. In Year 2, they successfully build on these skills. Pupils draw maps of their journey to Palm House, representing the main features on the route by means of symbols and a key. They begin to understand that different environments have contrasting features, and they are able to articulate simple preferences for one environment rather than another – for example, in comparing Palmers Green with Epping Forest.

139. Pupils' attitudes to geography are sound and in many cases good. Pupils' work reflects an interest in, and often an enthusiasm for, the subject, especially where it touches on their countries of origin - for example, in the care that a Year 2 class take in producing folders on different countries and a booklet entitled 'Where in the world do you come from?' Both show high levels of motivation and attention to presentation.

140. No teaching was observed during the inspection but teachers' plans indicate sound preparation of individual lessons. Since the last inspection, the school has successfully produced a scheme of work for geography. In the meantime, however, the school has reduced the time available for teaching the subject with the result that the year group planning teams have to select from the scheme of work in order to plan their teaching. The subject is taught through topics and themes. While there is clarity and precision in the coverage of some areas of geographical learning – for example, in mapping skills - similar clarity is not so evident in other areas of subject coverage – for example, in terms of developing

pupils' knowledge of the United Kingdom beyond their own immediate locality. The progress pupils achieve reflects this variability in the quality of provision. Where planning is based on a clear articulation of the progression of skills and knowledge to be taught from the reception classes to Year 2, pupils make good progress. However, where the geographical learning to be achieved is insufficiently well focused within the curriculum topic being covered, pupils do not make the progress of which they are capable, especially the higher attaining pupils.

146.

146. **History**

146.

147. Two history lessons were observed during the inspection, both in Year 1. In each lesson, pupils made sound or better progress. However, scrutiny of pupils' completed work, including that of the Year 2 pupils from last year's cohort, examination of teachers' planning, and discussion with pupils, indicate that, overall, most pupils do not make satisfactory progress in relation to the school's scheme of work. The previous inspection report highlighted weaknesses in the school's provision for history. This remains a shortcoming and explains the unsatisfactory progress pupils make.

141. Pupils enter Key Stage 1 with some understanding of time and of the past – for example, they can sequence the events in the story of the Three Little Pigs. In Year 1, this general understanding is extended. Pupils know that the past goes back a long way and that 100 years ago things were very different. They ask meaningful questions about artefacts in order to try to understand the past better – for example, about the utensils needed to wash clothes in Victorian times, or how a flat iron was used. However, there is little consistent reinforcement of this learning over time. This shortcoming becomes more pronounced in Year 2 where coverage of the school's scheme of work is limited and narrow. Pupils can discuss their ideas about what makes a building look old, but have little understanding of how we know about the past. There is little evidence that pupils are systematically introduced through story to the lives of real people and events in history. In this respect, pupils are insufficiently prepared for the kind of history taught at Key Stage 2.

142. In the lessons observed, pupils showed great interest and enjoyment. They quickly became engaged in discovering what it was like to do the washing 100 years ago. They worked well together during the activities. Given the possibilities for over-excitement, pupils' behaviour and consideration for others were of a high standard.

143. In the two lessons seen, the quality of teaching ranged from sound to very good. Both lessons were carefully prepared and adopted a stimulating and imaginative approach to history teaching. They were successfully developed from the school's scheme of work. However, wider scrutiny of teachers' planning indicates that, as at the time of the previous inspection, there is too little specific planning guidance for teachers to ensure that the key skills and knowledge to be taught are precisely identified and adequately developed from one class to the next. The result is a series of imaginative, but disconnected, activities often shaped more by the focus of the curricular topic than the scheme of work. In individual lessons, the quality of teaching enables pupils to make satisfactory progress: overall, however, the provision is too fragmented and unfocused to enable pupils to make adequate progress from reception through to Year 2. In this situation, the subject co-ordinator does her best to check that teachers' planning is appropriate, but has no effective means of monitoring the quality of teaching and learning across the school. There is no assessment information to support her in this task.

150.

150. **Music**

144. Throughout Key Stage 1 pupils are actively engaged in making and responding to music through performing, listening and appraising; opportunities for improvising and composing their own music are less well developed.

145. Pupils sing a range of songs, from different cultures, confidently and from memory and develop control of breathing, dynamics, rhythm and pitch. They sing in assemblies and year group singing sessions with an increasing awareness of others and the occasion. In Year 1 class lessons, pupils learn to perform short rhythmic patterns by ear and from symbols; they listen with concentration, begin to internalise the rhythms represented by word patterns and are able to repeat and extend these patterns. In one Year 2 class pupils, working with two visiting African drummers, maintained a regular three-beat rhythm over an extended period of time. Through listening to music in assemblies pupils recognise that different sounds are made by different instruments and respond positively to music from a variety of cultures; they were quick to recognise a piece of Indian music as the festival of Diwali approached.
146. Satisfactory progress is made in year group singing sessions and there is evidence of good progress in class lessons which have clear objectives for learning. In two Year 1 classes pupils of average and higher attainment progressed from beating simple to more complex rhythms and were able to transfer these to untuned percussion instruments. Less able pupils increased their confidence and benefited from the opportunities provided to repeat and practise activities.
147. In the last inspection it was reported that pupils had a positive response to music and were generally enthusiastic; this remains the case. Although there was evidence of some disengagement in one year group's singing session, in class lessons pupils are interested and attentive and sustain concentration; they are ready to take turns and listen to one another. Musical instruments are treated with respect and handled and played properly. This was particularly the case when pupils in Year 2 played the beautiful African instruments provided by the visiting musicians. Pupils from the nurture group who join their mainstream classes for music lessons respond very positively.
148. Teaching has improved since the last inspection; it is never less than satisfactory and is generally good. Teachers are positive and confident and clear about what they want their pupils to learn; they provide challenging activities, use time well and have good skills of management and organisation. However, while lessons have a clear focus, they are limited in that they do not incorporate the necessary range of key aspects drawn from the National Curriculum's Programmes of Study and activities are not always placed in a musical context. The school's plan to introduce the new QCA scheme of work, when it is published at the beginning of next year, should help to ensure a balanced coverage of the music curriculum as well as continuity and progression throughout the key stage.
149. Music has been identified by the staff as an area for development but it has not yet been a focus for school development planning and there have been limited opportunities for the music co-ordinator to share her knowledge and enthusiasm with her colleagues. She has led in-service training sessions within the LEA and is well placed to develop the subject within the school. She already monitors planning, has ensured that there are sufficient resources and raised the profile of music within the school. The curriculum is enriched by the visiting musicians currently working in the school and by the opportunities provided for pupils to receive individual violin tuition.

156.

156. Physical education

150. Progress in the three lessons seen at Key Stage 1 was satisfactory. In a Year 1 class pupils worked hard and were very keen to perform their simple gymnastics sequences of stretched and curled shapes. They responded well to the class teacher's clear instructions, good management and organisation. By Year 2, in both dance and gymnastics, pupils retain their confidence and continue to develop their agility and control. In dance, for instance, they show that they can respond to different rhythms quite imaginatively both as a response to the teacher's instruction and music. Again, teachers control their pupils well and are enthusiastic in their teaching style. However, in both lessons the more able pupils were not being challenged and helped to develop their movements and sequences. In some cases teachers' subject knowledge is insecure and they are not clear about the most appropriate teaching methods. In lessons insufficient time is allowed for pupils to reflect on their own and others' performance. Across the key stage there are no clear procedures by which teachers assess and record their pupils' progress.

151. In the absence of a substantive post-holder the headteacher has assumed temporary responsibility for the subject. She has a clear idea of the needs for further development and has requested the support of a Local Authority adviser. The physical education policy is a brief statement and needs revision and development. There is a full and detailed scheme of work, which the teachers follow. However, in some

cases the work selected from the scheme provides too narrow a focus. Resources are satisfactory but, due to the lack of storage space, they are all stored in the hall along with the piano and other furniture. Space, then, is at a premium during physical education lessons and improvements to storage are still necessary, as was identified at the last inspection. There has been an improvement in standards but there are still some areas for further development.

PART C: INSPECTION DATA

159. SUMMARY OF INSPECTION EVIDENCE

- A team of five inspectors, including a lay inspector carried out the inspection. During the four days, 63 lessons and four assemblies were observed; a total of 111 hours 20 minutes was spent on these activities.
- English 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 photographic evidence of earlier work undertaken.
- Planning documents, teachers' records, assessments and reports to parents were inspected.
- SEN documentation and individual education plans were examined.
- A sample of pupils (10%) was heard to read and pupils' mathematical knowledge and ability to use information technology were explored.
- Prior to the inspection a meeting was held between the governing body and two members of the inspectorate team.
- Inspectors interviewed the headteacher, deputy headteacher, curriculum co-ordinators, others holding additional responsibilities, headteacher of the on-site junior school, chair of governors, chair of finance committee, parent governor, school secretary and site manager.
- A meeting was held with the EMAG and refugee support team.
- All teachers were given feedback on the strengths and weaknesses of their teaching and co-ordinators were given an overview of standards in their subject.
- The policy documents of the school, the school's development plan and budget statements were analysed. The action plan formulated following the previous inspection was read and account was taken of the progress made.
- Attendance registers were inspected.
- Inspectors observed playtimes, lunchtimes, registrations and the beginnings and ends of the school day.
- Informal discussions took place with pupils, parents, governors, members of the support staff, mid-day supervisors, kitchen staff and the education welfare officer.
- A meeting was held prior to the inspection, attended by 23 parents, who gave their views about the school.
- Responses from 49 questionnaires, completed by parents, were analysed.

DATA AND INDICATORS

160. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y2	262	1	115	79
Nursery Unit/School	30	0	0	0

161. **Teachers and classes**

161. **Qualified teachers (YR - Y2)**

Total number of qualified teachers (full-time equivalent):	13
Number of pupils per qualified teacher:	19.12 : 1

161. **Education support staff (YR - Y2)**

Total number of education support staff:	13
Total aggregate hours worked each week:	277.5

161. **Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	30.0 : 1

161. **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	1
Total aggregate hours worked each week:	32.5

Average class size:	29.1
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162. **Financial data**

Financial year:	1998/99
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	£
Total Income	613,844
Total Expenditure	589,484
Expenditure per pupil	2,151.40
Balance brought forward from previous year	32,991
Balance carried forward to next year	57,351

163. **PARENTAL SURVEY**

Number of questionnaires sent out:	334
Number of questionnaires returned:	49

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	39	51	2	6	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	51	39	6	4	0
The school handles complaints from parents well	29	47	20	4	0
The school gives me a clear understanding of what is taught	33	59	6	2	0
The school keeps me well informed about my child(ren)'s progress	29	63	4	4	0
The school enables my child(ren) to achieve a good standard of work	27	53	12	6	2
The school encourages children to get involved in more than just their daily lessons	24	55	14	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	20	47	14	18	0
The school's values and attitudes have a positive effect on my child(ren)	37	55	4	4	0
The school achieves high standards of good behaviour	27	59	8	6	0
My child(ren) like(s) school	53	41	4	2	0