

INSPECTION REPORT

Copenhagen Primary School
London

LEA area: 206 Islington

Unique Reference Number: 100401

Headteacher: Hazel Mitchell

Reporting inspector: Penny Holden

Dates of inspection: 15 – 19 November 1999

Under OFSTED contract number: 706519

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Treaty Street Islington London N1 0WF
Telephone number:	0171 837 5597
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Appropriate authority:	Governing body
Name of chair of governors:	Ms. Liz Rorison
Date of previous inspection:	February 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Penny Holden	Science Geography Art Music	Teaching Leadership and management
Christine Laverock	Special educational needs Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Brian Oppenheim	Information technology Design and technology Religious education	Attainment and progress Pupils' spiritual, moral, social and cultural development
Susy Powlesland	English History Section 11 Under fives	Efficiency of the school Staffing, accommodation and learning resources
Valerie Hobson	Mathematics Physical education	Curriculum and assessment

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MAIN FINDINGS

What the school does well

- The staff work as a team, led very effectively by the acting headteacher, and are committed to improving the education offered to all the pupils in order to raise their standards.
- The good teaching motivates and inspires pupils to be enthusiastic and responsive learners.
- The support given to pupils with special educational needs or those learning English as an additional language means that they make good progress in their learning.
- The school's good ethos where relationships are where every child is encouraged to learn and develop personally and academically.
- Aspects of the environment such as the Key Stage 2 library and the landscaped garden area which have a positive effect on pupils' behaviour.

Where the school has weaknesses

- I. Pupils in Key Stage 2 make insufficient progress because of the poor behaviour of boys in particular.
- II. Financial plans are not detailed enough or sufficiently long term, to help prepare for the school's future.
- III. Parents are not sufficiently involved in supporting their children's learning or in the life of the school even when invited.
- IV. Attendance is low.

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school made very little improvement since the last inspection under the leadership of the last headteacher. Major difficulties with relationships, poor management and administrative procedures led to problems such as a very large turnover of staff and very poor financial control. However, since September this year, following the appointment of the acting headteacher and with the full support of all staff and the governing body excellent progress has been made. Weaknesses in leadership and management have been recognised and tackled by the headteacher and senior management team. Administrative systems and financial control procedures are much improved. The government recommended schemes of work have been adopted by the school and are being used to plan appropriate work with good links to assessment. There are now accurate figures for attendance and an effective start has been made this term on improving punctuality and reducing absence. Professional development of staff is now good and includes a policy for the induction of new staff. The governing body now has a more accurate view of the school's strengths and weaknesses but still needs to improve its strategic planning by using this knowledge to make informed long term financial plans for the school's future.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	A
			<i>above average</i>	B
English	D	A	<i>average</i>	C
Mathematics	D	A	<i>below average</i>	D
Science	D	B	<i>well below average</i>	E

This information shows that standards in the national tests that pupils take at 11 are below the national average in English, mathematics and science. However, standards are well above average in English and mathematics, and above average in science, when compared with similar schools. Inspection evidence confirms that standards in lessons are below average overall. Standards in religious education are below average but pupils are beginning to make sound progress in their lessons because work is better planned. In information technology standards are below average and pupils do not make enough progress because teaching is not effectively organised. Standards in other foundation subjects are below expectations and progress is insufficient except in physical education where they are satisfactory. The foundation subjects have not been developed because the school has concentrated on improving literacy and numeracy.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Satisfactory	Satisfactory
Science	Good	Good	Good
Information Technology	Satisfactory	Unsatisfactory	Unsatisfactory
Religious education	Good	Good	Good
Other subjects	Good	Good	Satisfactory

Overall, 15 per cent of the teaching is very good or excellent with a further 30 per cent being good and 40 per cent satisfactory. In Key Stage 1 and 2, 15 per cent of the lessons were unsatisfactory. The quality of teaching of the vast majority of established teachers is good and often very good or excellent and has a very positive impact on motivating the pupils and helping them make progress. Many pupils react very negatively to teachers new to the school and only very skilful teachers, who use positive approaches to behaviour management effectively, teach well. The 15 per cent of unsatisfactory lessons were, in the main, those of new and temporary teachers where poor behaviour of the boys in particular lead to poor attitudes to learning and poor progress.

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	The pupils have positive attitudes to learning in most Key Stage 1 classes, in the reception class and in the nursery. Some older pupils have negative attitudes to school, and have difficulty concentrating and persevering which leads to poor behaviour in class and out.
Attendance	The school is beginning to have an impact on punctuality and pupils are making an effort to come to school on time. Attendance is still not good enough but there are new procedures for monitoring and improving it.
Ethos*	The ethos of the school is good. The staff work tirelessly as a team to raise all the pupils' attainment by managing behaviour as well as possible, improving teaching and learning and including everyone in the opportunities offered.
Leadership and management	The leadership and management provided by the acting headteacher is excellent and she is very effectively supported by the deputy headteacher and the other curriculum co-ordinators. There have been important and significant failures in management in the past, which the governing body recognises and is beginning to tackle effectively.
Curriculum	There is an interesting and wide-ranging curriculum enriched by extra-curricular activities including those provided by outside groups.
Pupils with special educational needs	Procedures for identifying and supporting pupils with special educational needs are good. The specialist teaching they receive is effective and well planned so that they progress well with their learning.
Spiritual, moral, social & cultural development	There are many occasions for the pupils to learn about different cultures, including their own. They have sound opportunities to learn about right and wrong, the importance of caring for one another and reflecting on some spiritual aspects of life.
Staffing, resources and accommodation	In recent years there has been too great a staff turnover and school improvement has been affected; resources are sufficient and the accommodation is well used.
Value for money	Considering the pupils' low standards on entry, the commitment staff show to offering all pupils a high quality of education, and the many improvements made this term, value for money is satisfactory.

**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

V. Their children enjoy school and are making good progress.

VI. They like the teachers.

What some parents are not happy about

VII. The frequent change over of staff.

VIII. That children line up in the playground to come into school.

The views expressed represent only a small number of parents: those of the parents who attended the pre-inspection meeting: the 16 who returned questionnaires and those spoken to in the playground or in school by members of the inspection team. Very few parents attend school functions, for example, the assembly run by Year 6 pupils was only attended by about five parents or guardians. There has been too great a changeover of staff and the governing body must develop a strategy that encourages teachers to stay longer by listening to and addressing their concerns when they arise. The school has made a good decision by asking pupils to line up in the playground. This ensures children come into school at the beginning of each session in an orderly way ready to be serious students.

KEY ISSUES FOR ACTION

The school should now:

- I. Improve the behaviour of pupils, particularly boys in Key Stage 2, so that they can make better progress in their work by:
 - developing teachers ability to manage pupils behaviour in positive ways using the school's reward and punishment systems consistently;
 - working with pupils to develop clear behaviour targets and individual plans for improvement;
 - ensuring work is challenging and appropriate and that pupils understand the purpose of the work.(paragraphs 17, 23-25, 30–34, 46, 47)

- I. Improve the usefulness and accuracy of financial planning by:
 - ensuring financial information is considered in greater detail, that the governing body has robust, long term, financial plans to help prepare for the school's future.(paragraphs 56, 61, 68-71)

- I. Work with parents to involve them more effectively in their own children's learning and in the life of the school by:
 - implementing the home school agreement;
 - inviting parents to attend a wide variety of school activities;
 - using every suitable opportunity to inform parents about their children's successes as well as difficulties.(paragraphs 51-55)

- I. Improve the poor attendance by:
 - introducing the proposed home school agreement;
 - continuing to implement the school's procedures for monitoring and improving attendance.(paragraphs 27-29, 45, 51)

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

- improve standards in the foundation subjects and religious education;
(paragraphs 111, 114, 118, 126, 130, 139)
- reduce staff turnover by developing ways to recruit and retain new teachers.
(paragraph 64)

INTRODUCTION

Characteristics of the school

1. Copenhagen Primary School is in an area of Islington which has a very high level of social, economic and educational deprivation. The school has a high turnover of teachers and pupils. The current headteacher started in September this year on a temporary contract for two terms filling the vacancy for a new headteacher. 16 teachers have left the school in the last two years. In the present Year 6, only 69.2 per cent of pupils were in the school in 1996.

2. There are 206 pupils on roll, 92 are girls and 114 boys. 66 per cent of pupils speak English as an additional language. 69 per cent are entitled to free school meals. 90 pupils are on the register of special educational needs five of these have statements for their special needs.

3. Since being at the school this term the headteacher has identified serious errors in administrative and financial procedures. These she has rectified with the support of the local education authority and the governing body.

4. The school's main aims and priorities are

To work together with parents and governors to:-

- ensure that all children aim high and achieve their full potential within a supportive and caring environment;
- ensure that all children become confident learners, preparing them for secondary school and life beyond;
- raise self-esteem and recognise and develop individual talents;
- respect and care for ourselves and others in the wider community;
- recognise and provide for the individual needs of all children;
- provide equality of access to the curriculum;
- develop an enquiring and confident approach to learning;
- ensure that the curriculum is delivered through appropriate and challenging teaching.

Priorities are to:-

- focus on pupils' standards of achievement in numeracy and literacy;
- improve the attendance and punctuality of pupils;
- foster positive attitudes to learning by creating a partnership between the parents, school and community;
- raise pupils' self-esteem to enhance their learning and social behaviour;
- ensure that governors and staff work together in partnership to develop long-term strategic planning.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	26	13	39

National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	19	19	17
	Girls	11	11	10
	Total	30	30	27
Percentage at NC Level 2 or above	School	77	77	69
	National	80	81	84

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	21	21	21
	Girls	12	11	12
	Total	33	32	33
Percentage at NC Level 2 or above	School	85	82	85
	National	81	85	86

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	30	22	52

National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or above	Boys	8	11	16
	Girls	13	9	13
	Total	21	20	29
Percentage at NC Level 4 or above	School	42	40	58
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils At NC Level 4 or above	Boys	10	15	19
	Girls	16	14	17
	29	36	29	36
Percentage at NC Level 4 or above	School	52	58	72
	National	65	65	72

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

.....
2
Percentages in parentheses refer to the year before the latest reporting year

- **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.8
	Absence	National comparative data	5.7
	Unauthorised	School	0.4
	Absence	National comparative data	0.5

-

- **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

- **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	15
	Satisfactory or better	85
	Less than satisfactory	15

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. By the time pupils leave the school at 11 years old, attainment is below the national average but well above the average for similar schools. The results of the 1999 National Curriculum tests show that pupils' performance in English, mathematics and science is below the national average. However, when compared with similar schools, performance in English and mathematics is well above average and in science is above average. Since 1996, when the school was last inspected, to 1999 the performance in these three subjects together has risen more or less in line with the rise seen in all schools in England. There is not yet enough information about the difference between the results of boys and girls 1999 but in 1998 boys performed less well than did girls in English but better in mathematics. Evidence from the inspection suggests that this is related to girls being better at speaking and listening, more of which later.

2. Results of the National Curriculum tests that pupils take when they are seven are well below the national average and broadly below the average for similar schools. The results of the reading tests are least good being very low compared with the national picture and well below average compared with similar schools. Writing and mathematics are well below the national average and below the similar schools' average. Over the four years, 1996 to 1999, pupils' performance has fallen in comparison with the national trend. The interesting characteristic about the Key Stage 1 results is that they seem to show an opposite picture to Key Stage 2. In 1998, for example, seven year old boys did better than girls in reading, writing and mathematics and results have fallen since the last inspection. In 1999, Key Stage 1 results fell and Key Stage 2 results rose. It is easy to assume that this is because teaching is better in Key Stage 2 and thus pupils make better progress and attain more highly. However, inspection evidence shows that teaching in Key Stage 1 has at least as much impact on standards as it does during Key Stage 2. The reason for the difference in attainment between the ends of each key stage is that pupils now start the school with very low literacy standards. Thus, although attainment is low at the end of Key Stage 1, and is better at the end of Key Stage 2, learning is satisfactory. Pupils make satisfactory progress from the time they start at the school at the age of 4 to the time they leave at 11. This is particularly evident for those pupils who have English as an additional language, who now make up a larger group than they did four years ago. This also helps to explain why performance in tests is better at Key Stage 2 than at Key Stage 1: there are more pupils in Year 2 for whom English is additional language than there are in Year 6.

3. Attainment on entry is well below average and by the age of five, most children attain standards which are still below those expected nationally. Children make good progress in all areas of learning and by the time they leave the reception class, they have had good preparation for beginning work in the National Curriculum at Key Stage 1.

4. Personal and social development are good. Children come into the classrooms happily and confidently. Children mostly behave well around the classrooms and during group activities. They respond readily to questions and requests. A few children, however, both in the nursery and the reception class, find it difficult to listen on whole class occasions unless these are very interesting and well managed by the member of staff.

5. Children make good progress in the area of language and literacy although many are unlikely to reach the desirable outcomes by the age of five. Children in the nursery can

copy their names. In the reception class most children can write recognisable parts of their names although only very few can write all of their first name correctly. Most children are developing a love of books and stories and are acquiring the knowledge of how books work; nursery children know that the print carries meaning and most of them know that books and writing are read from left to right. In the reception class, some children are beginning to know a few words and initial letters and can make a good attempt to read a simple, familiar book.

6.Children make good progress in their mathematical understanding but most are not likely to reach the desirable outcomes by the age of five. They begin to understand and sometimes use mathematical language such as circle, round, square, in front of, more than and less than in the context of many classroom activities. Some nursery children begin to recognise and sometimes write numerals as well as count to five and sometimes ten with correspondence. Most reception children can count beyond ten and are beginning to solve simple addition and subtraction problems.

7.Children's knowledge and understanding of the world is promoted through a wide variety of activities and they make good progress. Children develop a sense of the past through, for example, looking at books they have made of past work. Their progress in the ability to select and explore materials for their models is good and most can use a computer mouse and keyboard well.

8.Children's physical development is good. They handle tools, such as scissors and brushes, safely and with good control. They climb, slide, move along and balance confidently and with a good awareness of space and of each other. These skills continue to be developed effectively in the reception class. Children make good progress in their creative development. They are becoming proficient at handling painting tools and mixing paint and are able to use picture making to express their ideas and to make careful representations of, for example, plants. Children in the nursery have a repertoire of known songs which they sing with enjoyment.

9.Inspection evidence confirms that overall standards are well below average at the end of Key Stage 1 and below average at the end of Key Stage 2. Standards in speaking and listening are low in both key stages. Many pupils throughout the school do not listen well and consequently find it difficult to follow instructions or understand information. Many pupils, across the school find it difficult to explain their point of view clearly using a wide vocabulary and suiting what they are saying to the audience. However, where teaching is skilful pupils do listen attentively and respond well; for example during a very well structured circle time.

10.Many, but not all, pupils enjoy reading. Most can talk about the events in their reading books but even by the end of Key Stage 2 find it difficult to discuss the characters or grasp the full meaning. This is often because of their limited vocabulary. Pupils read a narrow range of books and few develop a knowledge of different authors, Standards in writing are unsatisfactory at the end of both key stages. Many seven year olds can write legibly but a significant number cannot yet do so. At the end of Key Stage 2, pupils are able, some with support, to write in different styles, for instance condensing a message to make a newspaper headline or taking a newspaper headline and expanding it into a story. However, in neither key stage do pupils write in a lively or interesting way, using a well developed vocabulary. Pupils do not have sufficient opportunity to use the writing skills they learn and practice these while doing their own writing.

11.Most children start school with little experience of books and many are in early stages of English acquisition. Progress in English is sound at Key Stage 1. The programme for

phonic awareness is very effective in enabling pupils to spell and read simple words. Pupils also learn to form letters correctly and begin to use full stops and capital letters appropriately. They make less progress in learning to write. In Key Stage 2, although pupils continue to develop their spelling and punctuation as well as their handwriting, progress is unsatisfactory.

12. In Key Stage 2, there are noticeable differences between the attainment of boys and girls, particularly in English. During the inspection, the behaviour of a significant number of boys in most lessons was unsatisfactory and this had an impact on the amount of progress made.

13. Pupils' attainment in mathematics is below average at the end of both key stages. By the end of Key Stage 1 pupils use tens and units and can count accurately in 2's and 10's. They can match numbers with words up to 20 and recognise doubles of numbers. They use the symbols for addition and subtraction correctly and can order numbers up to 100 with confidence. Pupils measure in centimetres and weigh objects heavier than 1 kilogram in their science work. By the end of Key Stage 2 pupils recognise diagonals on a wide range of shapes and measure lines accurately. They can use spreadsheets bar charts to display information; for example, the scores of football teams or the number of boys and girls in each class. They recognise and use the language of probability appropriately by, for example, predicting the outcomes of tossing a coin. Progress at Key Stage 1 is satisfactory in lessons where the quality of teaching is at least satisfactory. Pupils make good progress when they are allowed to take responsibility for their own learning and the lessons are of a sufficiently practical nature for them to be able to use and investigate the concepts presented to them. Progress at Key stage 2 is unsatisfactory and impeded by the behaviour of some of the pupils. Where teachers use good behaviour management techniques consistently pupils make better progress because the pace of the lesson is not slowed by interruptions.

14. Attainment in science is below average at the end of key stages. At the end of Key Stage 1 pupils use a limited scientific vocabulary with increasing confidence and understanding. They can record their observations accurately when, for example, investigating whether the size of an object affects the distance it travels. In both key stages pupils' written observations are clearly recorded using very helpful recording guidelines. They make sensible predictions before experimenting, record their findings reasonably accurately and draw rational conclusions when all the information has been collected. Although progress in most lessons is satisfactory progress overtime, from one year to the next, is unsatisfactory. This is because the school is not yet using the scheme of work consistently to build on pupils' prior learning.

15. When pupils leave the school, at the end of Key Stage 2, standards in information technology are below those expected for 11 year-olds. The school has made recent improvements to the information technology provision since the last inspection. For example, support from the LEA is helping to cover aspects of the IT curriculum such as control, some teachers are more confident about using computers and plans include specific reference to IT. The reason that standards are below those expected is mainly because most teachers still lack the detailed knowledge to teach IT effectively.

16. In religious education pupils attain standards that are below those expected at the end of both key stages. By the age of seven, pupils have had some exposure to aspects of major world faiths and, for example, pupils have a sound knowledge and understanding of Divali. By the time they are eleven, pupils have an appreciation of their own and others' cultures, and develop their understanding of the major world faiths effectively. Pupils have a sound understanding of the importance of holy books to the different religions and how

beliefs affect behaviour.

17. In the foundation subjects of design and technology, art, music, and geography, standards are below expected levels and the progress pupils make with their learning is generally unsatisfactory. Progress in lessons is too often adversely affected by unsatisfactory behaviour which disrupts learning. In history pupils' standards are below those expected but they make sound progress as they move through the school. In physical education pupils attain the expected standards for their age mainly because they do particularly well in swimming and football.

18. Pupils with special educational needs receiving additional support make good progress in their learning. This is because the quality of support is high. A particular feature is the high quality of the teaching of phonics which is beginning to have a strong impact on pupils' learning.

22. Attitudes, behaviour and personal development

19. Overall, too many pupils have negative attitudes to their learning. This is particularly the case in Key Stage 2. Some of the younger pupils have more positive attitudes. Most pupils have limited concentration and are very easily distracted from their work. Many pupils have low self-esteem and constantly seek attention from their class teacher and those around them. Pupils are friendly, enjoy talking to visitors and respond well when they are being listened to. Most have enquiring minds and like to ask and answer questions. When the work prepared for them is stimulating, and the class teacher keeps their attention, pupils show interest in what they are doing and work hard.

20. Pupils' behaviour is satisfactory overall. In most classes, a proportion of pupils, mainly boys, present very challenging behaviour. This makes it difficult for pupils to make good progress and sometimes disrupts the learning of the rest of the class. In Year 6 this is noticeable as there are 16 boys and 10 girls. During break and lunchtimes, pupils are boisterous, but behaviour is generally satisfactory. Some litter is left outside, but otherwise, pupils take care of their surroundings. There is no graffiti around the school and displays are not damaged. In the dining room, a few pupils squabble whilst queuing for food and there is some silliness at tables but most pupils behave reasonably well. In assemblies, pupils are respectful, listen carefully and join in sensibly. There have been no pupil exclusions.

21. Relationships between pupils are satisfactory overall. Most pupils get on well together and great tolerance is shown towards those whose behaviour is disruptive, although this is better amongst the younger pupils. There are occasions when older pupils flare up as a result of incidents going unnoticed or not being dealt with well. Pupils willingly help one another without being asked and most work well together in groups or pairs without any fuss. Pupils generally share resources and take turns, although sometimes they need help to guide them with this. There is racial harmony in the school and respect is shown for other people's feelings, values and beliefs.

22. The majority of pupils are willing to take responsibility for jobs around the school and enjoy doing this. However, they are not becoming independent learners. This area is under-developed. Pupils lack confidence in generating ideas and problem solving skills. Many do not take initiative in their learning and have limited research skills.

26. Attendance

23.As in the last inspection, pupils' attendance is unsatisfactory when compared with the national average. This was identified as a key issue for action and has not been satisfactorily addressed. It is only in the last few weeks under the direction of the new headteacher that efforts have been made to improve attendance and these have yet to have an impact. Before this year, the school had been working to a target which was actually lower than what was already being achieved. Absences have not always been coded accurately in the past, but judging by registers this term, there is a high level of absence including a high proportion which is unauthorised. The school is well supported by the newly appointed Education Welfare Officer who makes contact with families whose attendance is unsatisfactory.

24.Pupils' punctuality is also unsatisfactory, although there are signs of recent improvement. There are significant numbers of pupils who regularly arrive at school late. Strategies to improve punctuality have recently been introduced. Some are already having an impact but others have been hampered by staffing difficulties in the school office.

25.The newly introduced system of pupils lining up in the playground before the start of the day works well. It contributes to a calm, orderly entrance into the building. Some parents were critical of the change, but inspectors support the initiative as it means pupils are more ready for work when they enter their classroom. Registration is carried out promptly and sometimes imaginatively. For example, using pupils' own languages to greet one another.

29. QUALITY OF EDUCATION PROVIDED

29. Teaching

26.Overall teaching is good in Key Stage 1 and with the under-fives, and in Key Stage 2 it is satisfactory. This does not, however, give a complete picture of teaching in the school or the impact it has on the pupils' learning. There is a considerable amount of excellent and very good teaching in Key Stage 1 and with the under-fives which is reflected in the good progress these pupils make. Indeed, in Key Stage 1 half the teaching is at least good and is excellent or very good in a third of lessons. In these lessons teachers have planned very well so that the lesson is interesting, well structured and motivates the pupils. In a Year 1 design and technology lesson the teacher had planned short purposeful tasks extremely well so that pupils could try techniques out for themselves, check to see if their ideas worked in an ordered and effective way. This helped the pupils make good progress in understanding how to construct a moving toy. Particularly effective in Key Stage 1 is the way teachers respond regularly and appropriately to good behaviour so that all pupils are encouraged to get attention through behaving well. Teachers who establish this as a consistent way of working ensure their classrooms are those where pupils understand they are there to learn and believe that behaving well is the norm. The vast majority of teachers at Key Stage 1 and the under-fives have good subject knowledge and this combined with their good understanding of how young children learn ensure lessons cover subject content well and help the pupils understand.

27.Where teaching is unsatisfactory in Key Stage 1 it is partially the result of poor behaviour management by a new member of staff. Too much time is spent telling pupils off who get used to not listening to the teacher and consequentially do not learn enough. The teacher has yet to identify the needs of individual pupils and match work to these.

28.In Key Stage 2 there is also some very good teaching, indeed in nearly four lessons in every ten teaching is good or very good. Good management of behaviour, established

relationships between teacher and the class and an appropriate choice of task are the most important ingredients in effective teaching at Copenhagen. For example, in a Year 4 science lesson, exploring how some solids behave like liquids, the teacher's clear learning objectives combined with the way she valued pupils' contributions and her very good control of behaviour ensured pupils worked hard and with real interest.

29. Some boys in Key Stage 2 are very challenging to teachers, especially new ones, and have poor attitudes to learning. Teachers work effectively as a team to support new teachers but only the most effective and proficient in using positive approaches to behaviour management consistently over a period of time are obtaining good behaviour. Several classes have had a constant change of teacher which has accentuated pupils' poor view of school and a good number have had troubled or unsettled home lives. Even with experienced and skilled teachers it takes a considerable time to change these pupils' behaviour.

30. Teaching of the phonics programme the school has adopted is consistently good and involves all teachers and classroom assistants teaching small groups of pupils. These groups are organised by ability and pupils therefore have to move around the school to join their group. The consistent expectations of adults both of behaviour and of work have led to pupils' positive attitudes and the good progress they are making. Adults use good multi-sensory ways of teaching the sounds and which results in the pupils improved spelling. Teachers without classes, such as the special education needs co-ordinator, teacher of children who speak English as an additional language and deputy head skilfully contribute to the pupils' learning. They support other teachers: often modelling good practice to those who are new; helping with planning and offering extra support to pupils who have difficulties either with their behaviour or their work.

34. The curriculum and assessment

31. The 1996 report indicated that the curriculum was a key issue and needed improvement in its coordination across the whole school to ensure pupils could make progress in all the areas of the programmes of study. The report stated that this would be done effectively by developing schemes of work directly linked to teachers' planning. It also stated that by setting appropriate targets for pupils within this framework standards would also rise. The 1999 inspection shows the curriculum to be broad and balanced covering all the subjects of the National Curriculum. The National Literacy Strategy, the National Numeracy Strategy and the introduction of the QCA schemes of work for science and information technology have supported the curriculum well in the core subjects. Pupils are prepared well for the next stage of education and the school has satisfactory procedures for passing on information within the key stages and to other schools. The school meets the statutory requirements in respect of the National Curriculum and religious education. The school has a sex education policy which requires of updating but the arrangements for teaching are satisfactory. Health education is satisfactorily taught in the science programme and the school uses a theatre company and workshops to enable pupils to address drugs issues.

32. The curriculum is planned effectively with yearly overviews, medium term and daily planning. However, the issue of mixed age classes has yet to be fully addressed as some children may miss out on key areas of learning by following a different curriculum to the rest of their age group. In Year 1/2 there is no match between the curriculum for the Year 2 pupils and that of the pupils in the Year 2 class. The school has yet to monitor the progression for pupils in the curriculum as their immediate and most appropriate focus has been pupils' behaviour and attitudes. The extra curricular activities cover a satisfactory range of activities for artistic, intellectual and physical development. Pupils participate in recorder classes, board and chess games, and football as well as a range of activities

provided by an outside group. All pupils have the opportunity to participate.

33. The 1996 report highlighted inconsistencies and lack of clarity of purpose in assessments as they were insufficiently linked to planning. The school has made significant improvements in this area. The procedures for assessment are good. A range of tests are used, including optional standard assessment tests, to identify pupils' attainment and a system is in place which will effectively predict and track pupils' progress in the core subjects when the relevant data has been entered.

34. Teachers' assessments are generally accurate and the next steps for teaching are clearly identified in literacy and numeracy. However, these assessments are not used effectively and carried forward in teachers' planning in all subjects. Teachers keep records of achievement of each child which are appropriately levelled often with meaningful comments about the child's work. Coordinators are also preparing subject portfolios enabling teachers to level work accurately and consistently. In some classes pupils have individual targets for English and mathematics but these are sometimes inappropriate to pupils' abilities. Where these are used well, groups of children have targets appropriate to their attainment, and targets have been discussed with the pupils.

35. The school development plan identifies appropriate key issues for the school and the coordinator has a clear view of the development of this aspect of the school's work.

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

36. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. The school gives pupils a clear set of values about what is right and wrong and what is, and is not, acceptable behaviour. Teachers have high expectations of pupils' behaviour and provide very positive role models for pupils. They work hard to ensure that pupils not only understand the difference between right and wrong but also behave in a way that puts these principles into action. In many, but not all, classes teachers constantly reinforce their high standards of discipline by using positive ways to encourage good behaviour. In many classes, for example, teachers praise those sitting quietly rather than scolding those talking. Another example of how the school promotes good behaviour is this way teachers take their classes out at playtime and down to lunch in the bottom hall. This ensures that teachers reinforce good behaviour around the school; where necessary teachers will bring pupils back to the classroom if they feel behaviour is not as good as it should be. The impact of this provision is generally effective but pupils' behaviour is still quite challenging. In one or two classes, where teachers are very new, the strategies used to promote good behaviour are not as effective.

37. The school makes sound provision for pupils' social development. The good relationships fostered by all adults who work at the school illustrates this well. Pupils are encouraged to care for others and to relate to them in a positive way. In a Year 1 circle-time lesson, for example, pupils were encouraged to listen carefully to others and take turns in talking about what made them happy. All teachers have good relationships with pupils and treat them with respect. This is particularly effective in helping to develop pupils' self-esteem, which is relatively low, when they start at the school. There are sound opportunities for pupils to take responsibility around the school. Examples include taking registers to the office and being in-charge of the overhead projector in assembly.

38. Provision for pupils' cultural development is satisfactory overall. Pupils learn about the main religious traditions in religious education and, through this work, about other cultures. In Year 1/2, for example, pupils are looking at Judaism and in Year 6 at Sikhism. Pupils

study different religious festivals, such as Diwali and Hanukkah, and thus learn about the cultural traditions in different people. There are some educational visits to places of interest which promote cultural awareness reasonably well. In Year 4, for example, pupils are helping to develop a local open space with the help of an artist in residence. Lunchtime activities such as recorders are also helping to extend pupils' cultural awareness.

39. The provision for pupils' spiritual development is satisfactory. Religious education gives pupils some good opportunities to compare different religious traditions and how these contribute to peoples' understanding of the world. Year 4 pupils, for example, studying the creation of the world as part of their work on Christianity, were able to discuss very sensibly how this might fit with others theories of evolution. Assemblies contribute to pupils' spiritual development reasonably well and pupils are encouraged to reflect on their own lives and those of others, for example by listening to stories from the Bible. Individual assemblies are planned effectively and the school is developing themes so that pupils' awareness and experiences can be built on over time. There is very evident commitment to promoting positive role models of people who have been successful from a range of cultures and backgrounds. This is evident in the display around the school.

43. Support, guidance and pupils' welfare

40. The school provides effective support and advice for all its pupils. Staff know pupils well and are very committed to their care and well-being. There is a high proportion of pupils in the school with particular needs and these are well catered for. There are high levels of support from external agencies such as counsellors and play therapists from an outside group and the Local Authority's Behavioural Support Team. Sensitive arrangements are in place for settling new pupils into the nursery and parents are made to feel very welcome as their child becomes used to their new surroundings. Older pupils are adequately supported as they transfer to secondary school.

41. Each pupils' academic progress, personal development, behaviour and attendance is now being monitored, although systems are newly established and have not yet impacted on pupils' progress or their ability to cope with everyday life in the school.

42. The school has effective measures to promote discipline and good behaviour. The positive behaviour policy has recently been modified to make rewards more achievable and sanctions more useful. There are examples of the policy being implemented very effectively. This occurs when class teachers are patient in their approach, listen carefully to the concerns of individual pupils, set very clear and high expectations and positively reinforce good behaviour. Not all teachers are doing this though. When the policy is implemented effectively, the majority of pupils behave well and those with more challenging behaviour cause less disruption to the rest of the class. When it is not followed, teachers and pupils become frustrated and progress in lessons is affected. This was often seen in Key Stage 2 and is impacting adversely on the progress of older pupils.

43. At break and lunchtimes, behaviour is reasonably well managed although lunchtime staff have not received any training in implementing the school's policy. There is only a limited amount of small play equipment available to occupy pupils, although climbing apparatus is well used. The after school club, which is run independently of the school, takes place in the hall does not follow the school's approach to managing behaviour and this is confusing for pupils.

44. Child protection procedures are satisfactory. The deputy headteacher is the designated teacher. Staff know to whom they should report any concerns they may have. There is a

lack of awareness evident when talking to some staff and not all have had training. This needs addressing.

45. The school is successful in promoting the health, safety and general well-being of its pupils. The Local Authority policy has been adopted this term, as there was no school policy in place. It does not cover all areas in sufficient detail. For example, it does not mention how many adults should accompany educational visits or the safe wearing of jewellery in physical education lessons. In lessons seen, pupils were not always asked to remove or tape over earrings and only two adults accompanied a walk along the canal with 22 Year 1 pupils.

46. First aid is administered appropriately and good care is taken of pupils if they have an accident or feel unwell. The caretaker ensures the building and equipment is safe and clean for pupils to use. The last inspection highlighted the need to carry out regular fire alarm tests and drills and for these to be recorded. There are no records available to indicate this has been addressed. A fire drill has been carried out this term and alarm tests are now carried out weekly. Staff know they need to keep records of this.

50. Partnership with parents and the community

47. Currently the school has an ineffective partnership with parents, but there are signs this is improving. The school is now working hard to involve parents in its life, but until recently relationships between the school and parents had been very poor. A recent meeting to discuss a home/school agreement and arrangements for homework was well attended by 35 parents. There is a vacancy on the Governing Body for a parent governor although some interest has been expressed in the post. The headteacher has identified specific parents who are willing to work alongside the school and has successfully obtained funding to establish two projects. These both involve working with parents and are linked with raising achievement.

48. Only two parents attended the inspection meeting and a small number completed the inspection questionnaire. There is no Parent Teachers Association and there is suspicion from some parents about recent changes to school practice. Some parents are understandably concerned about the high turnover of staff and the detrimental effect this has had on their child's progress. Currently no parents help in classes and less than 50 per cent attend open evenings. A handful of parents and family members attended an assembly during the week of the inspection and were made to feel very welcome. A book fair also took place which parents were invited to.

49. The information which the school provides for parents is satisfactory overall. Newsletters and a calendar of events are issued which are informative. There has been an evening for parents explaining the national literacy strategy and a pattern of termly open evenings has been established. A new prospectus is being produced which is a good quality document. Annual reports vary in quality. Some are very good. When this is the case, they clearly report strengths and weaknesses in each subject and set targets for future development. However, some are unsatisfactory and do not all include all they should. Sometimes jargon is used which parents cannot understand. Some subjects only describe what has been taught rather than a judgement on attainment and progress. Good discussions take place with parents of pupils with special educational needs.

50. Links with the local community are under-developed and make an unsatisfactory contribution to pupils' attainment and personal development. Whilst a lot of work has been done by Years 4 and 5 on developments in Edward Square and neighbouring streets are

visited to compare new and old houses, few local people are involved in the life of the school. For example, there are no links with nearby places of worship or residential homes for the elderly and pupils are missing out on these.

51. Partnership with parents in the nursery is good. Parents and carers bringing and collecting their children have opportunities to exchange information with staff. They often stay for a while at the beginning of sessions, taking part in their child's activities. There is a planned settling in procedure which works well. There is good parent/carer participation in the home/school reading scheme and children sometimes have other pieces of homework, such as a task of drawing round and measuring feet as part of a maths programme.

55. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

55. Leadership and management

52. The school made very little improvement since the last inspection under the leadership of the last headteacher. Major difficulties with relationships, poor management and administrative procedures led to problems such as a very large turnover of staff and very poor financial control. However, since September this year, following the appointment of the acting headteacher and with the full support of all staff and the governing body excellent progress has been made. Weaknesses in leadership and management have been recognised and addressed by the headteacher and senior management team. Administrative systems and financial control procedures are much improved.

53. The leadership and management provided by the acting headteacher is excellent and she is very effectively supported by the deputy headteacher, the other curriculum co-ordinators in the school and other adults in the school. In a very short time the staff in the school have developed into an effective team focused upon improving standards and the education offered to pupils. This good teamwork has ensured there is a good ethos in the school where all the adults are focused on raising pupils' standards of work and behaviour. There is a very clear educational direction to the work of the school and the staff are committed to improvement.

58. The aims and values of the school are evident in its work, for example, equality of opportunity is identified in its aims and objectives. This is evident in the way positive and varied images are promoted through displays and books in the library and classrooms. However, the monitoring of attainment of boys and girls and pupils from different ethnic groups is only just beginning and consequently has not yet had an impact on attainment.

54. Development planning this school year is effective and has fully involved staff and governors for the first time. Priorities are sensible and relevant and indicate a good knowledge of where the school needs to improve. The current leadership of the school and the governing body have demonstrated a strong commitment to change. The headteacher and other senior managers are very effectively managing and securing improvement and there is currently an excellent capacity for further development. When a permanent headteacher is appointed, the existing management team and the governing body have agreed a thoughtful and thorough plan to ensure adequate changeover time and the effective transfer of knowledge to keep the momentum for change going.

55. The headteacher and deputy have a clear view of individual teachers' strengths and weaknesses through monitoring teaching and they intervene appropriately to improve practice. The deputy headteacher is currently without a class and by team teaching with

other teachers is able to model good practice and offer support where appropriate. Curriculum development this term has been very successful, in particular the introduction of effective phonic teaching across the school which has already improved pupils' spelling.

56. The governing body recognises important and significant failures in the past and is beginning to address procedures so they can not occur again. It has developed more robust procedures to keep holding the school to account both for the standards achieved and the money it spends. Governors are committed to improving their knowledge of the school and know that they need to collect evidence from a range of sources from now on to ensure secure information. It now has a more accurate view of the school's strengths and weaknesses but still needs to improve its strategic planning by using this knowledge to make informed long term financial plans for the school's future.

57. The very poor management practices in the past did not ensure that all statutory responsibilities were met. However, the changes made this term have tackled these problems and the school now meets its statutory responsibilities appropriately.

62. Staffing, accommodation and learning resources

58. The previous inspection found that there was a high turnover of staff which had an adverse effect on the school. This has not improved, but it is at present a school priority to provide greater teacher stability. Staff feel that some of the reasons that caused teachers to leave in the past have been addressed by the new headteacher. Subject co-ordinators had limited opportunities to manage and monitor their curriculum areas. There has been very good improvement in this and from the beginning of this term, all subject co-ordinators have a well defined managing and monitoring role. This has started to have a positive effect on the teaching and learning of subjects but is of very recent origin and not yet fully effective. There was no coherent plan or policy to guide staff professional development; this has been addressed and professional development is now good. Accommodation and learning resources were satisfactory, although resources for information technology were inadequate. They are now adequate, but are not well used.

59. There is an appropriate number of suitably qualified teachers to meet the requirements of the full age group and the school's curriculum. There has been a very high teacher turnover for a number of years and this has adversely affected the school's ability to improve. At present four teachers are temporary. The school has adopted good and effective mentoring and monitoring systems to support these teachers and this has had a good effect on the quality of teaching. The school's management structure has been reorganised well and job descriptions are in the process of being reviewed. All subjects have a curriculum leader with a clear role. Classroom assistants are well used to support teaching and learning. They are skilled and committed practitioners who play an important part in every class and have provided a valuable element of stability during a time of high teacher turnover. They provide good support for the high percentage of pupils with special educational needs.

60. There are now good arrangements for the professional development of staff, including support staff. Past participation in courses has been analysed and future plans are appropriately based on teachers' responsibilities and the school development plan. Support staff are also encouraged to attend training and one nursery assistant, for instance, is attending college to take an national vocational qualification in child care leading to the nursery nurse qualification.

61. Classrooms are large, light and airy and there are good and well used specialist rooms

for storage, extra-curricular activities, music and group work. Two large halls provide ample space for assemblies, school meals and physical education. The third hall is used to provide a spacious and attractive Key Stage 2 library. There is also a Key Stage 1 library which is not in use at the moment because they are about to be re-organised. The school has a very attractive and well designed outside area which provides varied play spaces for pupils and also sufficient space for outdoor games. The nursery and reception classes have adequate and secure outdoor play spaces with some fixed climbing apparatus. In every part of the building, displays are attractive and used well to celebrate pupils' achievements and provide a stimulus for their work. The premises manager fulfils his role very well and ensures that the building and the outside areas are kept clean and in a good state of repair.

62. Resources for English are good and very well organised; they are good for art, although there are few resources to support work based on notable artists; they are unsatisfactory for physical education, with very limited small games equipment, and they are adequate for all other subjects. Resources for information technology, which the last inspection found to be inadequate, are now sufficient. However, they are not well used. Resources for other subjects are satisfactory.

67. The efficiency of the school

63. The school budget has not been managed efficiently in the past but the new acting headteacher, teachers and the newly formed governing body have now made sure that financial administration is on a sound footing. As a result, the school's finances are now properly maintained. This was not always the case. Before September 1999, the school was unable to account accurately for what it spent and administrative procedures were poor. The latest audit report, for example, concluded that financial control was unsatisfactory and that attendance registers were not maintained effectively. The school has improved its financial systems and procedures significantly since September and the rate of progress has been very high. Progress since the last inspection has, however, been poor.

64. The school plans its yearly budget carefully and spending is targeted quite well to its educational priorities. For example, money has been targeted to funding the teaching of phonics and this is having a very positive impact on the education of pupils with English as an additional language and their standards of literacy. Similarly, money has been spent on employing staff to sort out the school's accounts and this, too, has had a positive impact on standards because it has freed the head and deputy head to support teaching and learning. Based on last financial year's figures, the school's income and expenditure are about average in comparison to other schools in England. However, demographic changes, brought about by the refurbishment of local council accommodation, means that there are fewer pupils in the school than last year and that the budget is very generous.

65. The significance of this very generous funding is two-fold: first it means that there is additional money, until April 2000, to spend on priorities; second the school will need to plan for a significant reduction in its budget after April 2000. In relation to the first it is clear that this additional money is being spent wisely. As well as the examples of teaching phonics and sorting out the accounts, the school has deliberately employed extra teachers to keep class sizes down and to release the deputy head. However, in April 2000 the school may need to reduce its spending on staff and the governing body has not yet planned how it will deal with a reduced budget. Of course, it may not need to cut spending on staff but the fact that there is no strategic plan means that it has not explored the consequences of a budget reduction: this is a significant weakness.

66. The governing body is clearly very concerned to fulfil its proper role in planning the school's budget and setting educational priorities. In the past it was provided with some basic information about the budget but was not centrally involved with monitoring expenditure and planning spending. Governors have, however, made good progress in the last few months to establish financial procedures and now manage the budget prudently.

67. The school makes mostly effective use of the learning resources it has available. The accommodation is also well used and, for example, the library area on the top floor has a really positive impact on the quality of the school's provision, clearly enhancing the climate for learning. Teachers and classroom assistants are deployed appropriately. The phonics teaching is a good example which contributes well to pupils' progress. The improved performance in the Key Stage 2 tests, the very good progress in improving budget control and financial procedures this term, and the satisfactory quality of teaching, the school provides satisfactory value for money.

72.
CURRICULUM AREAS AND SUBJECTS

PART B:

72.
LEARNING FOR CHILDREN UNDER FIVE

AREAS OF

68.The previous inspection found that the nursery and reception class provided a sound start for pupils under five and that provision was good. However, assessment and record-keeping systems lacked clear purpose and coherence and were inadequately linked to future plans. There has been some improvement. The nursery and reception class now provide a good start for the children, and the record-keeping systems are now coherent although they are still not adequately used to inform planning.

69.Copenhagen Primary school has a nursery and reception class which offer a high level of provision and in which children make good progress. Attainment on entry is well below average and by the age of five, most children attain standards which are still below those expected nationally. Children make good progress in all areas of learning and by the time they leave the reception class, they have had good preparation for beginning work in the National Curriculum at Key Stage 1.

70.The nursery has a total of 35 children, 24 of whom are full time with six coming for mornings only and five coming in the afternoons. Thirty of these come from homes where English is not the first language. They share two interlinked indoor spaces divided into areas and a secure outdoor area which has containers for growing plants and fixed apparatus. Both indoor and outdoor areas are resourced to make good, planned provision for all areas of learning. There is one teacher and two trained nursery assistants. The reception class has 15 children at present and one long-term temporary teacher, as well as a full-time classroom assistant.

71.Personal and social development are good. Children come into the classrooms happily and confidently. They are learning to share, to take turns and to work both independently and collaboratively. Staff place great importance on good relationships with and between children and intervene sensitively and effectively when inappropriate behaviour arises. Children sometimes show awareness of each other's difficulties and good tolerance, as, for instance, when a child in the reception class wanted to interrupt a group working with the teacher. He kept throwing cushions into the group and the children calmly handed the cushions to the teacher who, equally calmly, took them and put them to one side, meanwhile continuing with the session. After a while, the cushion thrower decided to join the group activity instead, and did so. Children mostly behave well around the classrooms and during group activities. They respond readily to questions and requests. A few children, however, both in the nursery and the reception class, find it difficult to listen on whole class occasions unless these are very interesting and well managed by the member of staff. Children readily select activities and settle to them well, often showing good perseverance and concentration, as when a child in the nursery spent an hour making little paper figures with moving parts whose limbs were fixed together with paper fasteners as part of a current project on skeletons and the human body.

72.Children's development in the area of language and literacy is well supported and they make good progress although many are unlikely to reach the desirable outcomes by the age of five. Staff are aware of the importance of talk and take every opportunity to engage children in purposeful conversation to increase their confidence in speaking and increase their vocabulary. There is good provision for children to develop talk and story making in various areas - in the role-play area, as well as through the various materials for small world

play such as a well equipped doll's house, sets of small animals and dinosaurs and landscape layouts with vehicles, and also in the good assortment of dressing up clothes. Children engage in a variety of writing and reading tasks. They often devise their own messages, for instance using the note pad next to the telephone in the role play area or making shopping lists in the class shop, and sometimes incorporate known letters into these messages. Groups of children engage in writing activities with an adult, such as writing their names on slips of paper to stick on a height chart in the nursery or finding and copying the names of clothes when making sentences in connection with the story of the bear who tried to dress himself in the reception class. In the nursery they all participate in activities to learn the letter of the week and most children in the reception class know several letters by name and sound. Children in the nursery have frequent experiences of finding and copying their names and most children in reception can write recognisable parts of their names although only very few can write all of their first name correctly. Most children are developing a love of books and stories and are acquiring the knowledge of how books work; nursery children know that the print carries meaning and most of them know that books and writing are read from left to right. In the reception class, some children are beginning to know a few words and initial letters and can make a good attempt to read a simple, familiar book.

73.Children make good progress in their mathematical understanding but most are not likely to reach the desirable outcomes by the age of five. They begin to understand and sometimes use mathematical language such as circle, round, square, in front of, more than and less than in the context of many classroom activities. There is a birthday chart showing the months of the year and the number of children who have birthdays in each month and an inter-active display based on the book: "The Shopping Basket", which involves counting and buying the contents of the basket. Children have recently done some mathematical homework with the help of their parents, when they drew round the feet of members of the family and compared the sizes. Children are familiar with number rhymes and games and often engage in activities which begin to lead to an understanding of measurement, such as weighing ingredients for making bread or measuring each other on a height chart. Some nursery children begin to recognise and sometimes write numerals as well as count to five and sometimes ten with correspondence. Most reception children can count beyond ten and are beginning to solve simple addition and subtraction problems.

74.Children's knowledge and understanding of the world is promoted through a wide variety of activities and they make good progress. In the nursery, there is a focus on the human skeleton and the parts of the human body. Children are very interested in this and have followed it up in various ways such as making their own versions of the skeleton using paper strips and fasteners. They also investigate the wind, making coloured paper streamers and trying them out in various parts of the outdoor area and indoors. They develop a sense of the past through frequently looking through books they have made of past activities in the nursery and work on themselves as babies compared to their present selves is planned to start this term. There is a large world map and photographs of children from other countries to promote discussion of other places, although children have done little work on the local area or the school environment. Their progress in the ability to select and explore materials for their models is good. Children have well resourced opportunities for exploring water, sand and other materials such as small clay balls, and for making models of their choice with structured materials. They have good adult support in their use of the computer and are developing mouse and keyboard skills well.

75.Children's physical development is good. They handle tools such as scissors and brushes as well as construction and malleable materials such as play doh safely and with good control. In the outdoor area, they use a range of small apparatus as well as wheeled vehicles and large equipment; they climb, slide, move along and balance confidently and

with a good awareness of space and of each other. These skills continue to be developed effectively in the reception class.

76.Children make good progress in their creative development. They have a wide experience of painting and making pictures such as collage, printing and making bubble pictures. They are becoming proficient at handling painting tools and mixing paint and are able to use picture making to express their ideas as well as to make careful and detailed representations of an object, such as a plant, which they are observing. Children in the nursery have access to a good range of percussion instruments and to taped music. They are able to respond to rhythm, tempo and volume of music to express feelings and mood and can use instruments well to accompany the taped music both as part of a staff led group activity and when using instruments independently. They have a repertoire of known songs which they sing with enjoyment.

77.Teaching is good. The staff work effectively together as a team and are all fully involved in planning, resourcing and record keeping. The teachers in both the nursery and the reception class were temporary at the time of the inspection, and their good teaching skills as well as the good quality of the support staff, ensured continuing good progress for the children. Relationships with children are good and staff manage behaviour well and effectively, including the challenging behaviour of some children, Staff have a good knowledge and understanding of the under fives' curriculum. They keep clear and meaningful records of the of children's progress in the areas of learning. The records are based on observations kept by all staff and there is also a record of achievement containing photographs and notable pieces of work for each child. However, these methods of record-keeping, though celebratory of children's achievements, do not contain any summary of what children can do and of their next steps; for example, it is not possible to tell from the records which children can count with correspondence to what number. The information is there for some children, if it happens to be part of an observation, but not for others. The records and assessments cannot therefore be used easily to inform daily planning. The written plans do not at the moment include enough detail and do not show the learning intentions for the focus activities. They do not include plans for what individual children are to do, or for any groups targeted for a specific activity based on what the records and assessments suggest should be their next step.

82. **MATHEMATICS AND SCIENCE**

ENGLISH,

82. **English**

78.In 1998, standard tests showed that the results for pupils in Key Stage 1 were below the national average in reading and well below in writing. However, they were above average compared to similar schools. In Key Stage 2, results were well below the national average in English and reached the average compared with similar schools. The results for boys were significantly lower than those for girls at Key Stage 2, but those for girls were higher at Key Stage 1. There is no steady trend since 1996; results rose in 1997 and dropped in 1998 and rose again in Key Stage 2 in 1999.

79.The previous inspection found that standards were sound in the nursery and reception classes but were low in the rest of the school. The school lacked an overall framework to guide what is taught and to support inexperienced teachers. This has been addressed by the school's effective use of the National Literacy Strategy and the school scheme based on this, which all teachers follow conscientiously and there has been good school

improvement in this aspect.

80. Standards in speaking and listening are low. In some classes in both key stages teachers' skilful presentation of lessons causes pupils to listen attentively and in these lessons, pupils show by their responses that they have been listening with understanding. Many pupils throughout the school do not focus well on what is being said to them and consequently do not follow instructions or understand information well. The school has adopted a method of fostering listening skills which is adopted in most classes and which is beginning to have a positive effect on listening skills. Many pupils in all parts of the school find it difficult to explain their point of view coherently using a wide vocabulary and suiting what they are saying to the audience.

81. Children make a satisfactory start on literacy in the nursery and reception classes, beginning to identify letters by name and sound and developing an interest in books and stories and the knowledge of how books work. The school has adopted a systematic programme of phonic awareness training which is very effective in teaching all pupils a range of phonic usages and pupils are able to use these in their own reading and writing. Many, but not all, pupils throughout the school enjoy reading. Most can talk about the events in their current text but many of even the oldest in Key Stage 2 find it difficult to discuss character or to extract the full meaning from the text. This is often because of their limited vocabulary and knowledge of idiom. The range of pupils' reading is generally narrow and few are developing a knowledge of, or preferences for, authors and genres. Few of the older pupils are developing the skills of skimming text to get an overall impression or scanning to locate information. Book areas and listening areas are well organised in most classes, but few classrooms have an attractive themed display of fiction books. Practice to raise pupils' awareness of fiction, such as a display of a current author or genre focus is inconsistent. There are spacious libraries, one for each key stage, but they are about to be reorganised and are not in use at the moment to increase book choice or encourage browsing. The school has good, accessible and well ordered resources. These include selections of big books for whole class work, sets of books at all levels for guided reading and sets of story tapes with the relevant book.

82. Standards in writing are unsatisfactory at the end of both key stages. While many seven year olds can generate a legible piece of writing with a correct use of full stops and capital letters, a significant number cannot yet do so. Many, because of the effective phonic scheme they all take part in, are able to use either correct or phonically plausible approximations for simple words. At the end of Key Stage 2, pupils are able, some with support, to write in different styles, for instance condensing a message to make a newspaper headline or taking a newspaper headline and expanding it into a story. However, in neither key stage do pupils usually write in a lively or interesting way, using a well developed vocabulary. They occasionally write more extensively, revising and editing their work, but this is not done sufficiently regularly in all classes. In many classes, pupils do not have sufficient opportunity to use the writing skills they learn and practice while doing their own writing.

83. There is some evidence that English skills are developed in the context of other subjects of the curriculum. In a history lesson, for instance, pupils work in groups on a specific piece of research, write up their results and prepare a taped programme to present to another class. Pupils develop their speaking and listening skills during a very well structured circle time. However, these cross-curricular links are not yet embedded in the schemes of work or in a whole school curriculum plan, and their practice is therefore inconsistent.

84. The school meets the requirements of the National Literacy strategy, and all classes have a well structured daily literacy hour. This is having a positive effect on standards and

provides an important element of progression and continuity at a time of great change for the school.

85. Progress in English is good in the nursery and reception class. Most children start school with little experience of books or extended talk and many are in early stages of English acquisition. They make a good start at writing their names, getting to know how books work, that print is read from left to right in English and the names and sounds of some letters. Progress is sound at Key Stage 1. The programme for phonic awareness is very effective in enabling pupils to spell and read simple words. Pupils also learn to form letters correctly and begin to use full stops and capital letters appropriately. They make less progress in learning to generate their own writing. In Key Stage 2, although pupils continue to develop their spelling, punctuation and sentence formation skills as well as their cursive script, progress is unsatisfactory. Few pupils develop the higher order skills of talking and listening in a wide range of contexts; understanding the significant themes, events and characters in the texts they are reading; developing an enthusiasm for books and a knowledge of and tastes for quality children's fiction and sustaining and developing their ideas through lively and thoughtful writing in a range of forms.

86. Pupils' attitude to their work in English is inconsistent across classes. In most lessons, pupils are attentive when reading and discussing the class text. Where the teaching is lively, the teacher maintains a good pace and has clear teaching intentions, pupils generally maintain interest and attention when doing word, sentence and phonic work. However, in a few classes, pupils do not sustain their attention and behaviour deteriorates both in the whole-class session and when pupils are engaged in individual and group work. The school has a high percentage of teachers who are temporary or who have started at the school very recently. This has affected pupils' behaviour adversely in some classes and poor behaviour by a few pupils sometimes lowers the concentration and attentiveness of the class. Pupils show respect for property and the school environment. Although there are instances of unkindness and teasing, pupils generally get on well with each other and are able to work collaboratively, for instance when doing shared writing or paired reading.

87. There is a lack of consistency in the quality of teaching. Teaching is good, and sometimes very good, in many classes in both key stages. In these classes, teachers have good subject knowledge, they use effective strategies for managing behaviour and use them consistently, their teaching is lively and interesting and the work they set is well matched to the attainment of individuals and groups and challenges all. A minority of teachers do not use effective strategies for managing behaviour or do not use them consistently, their lessons lack pace and they set work which does not interest or challenge all pupils; in these classes, pupils' progress is adversely affected. Teachers regularly assess pupils' reading and keep ongoing records of their progress in reading and writing. These assessments inform the grouping of pupils and in some, but not all, classes, they inform the daily planning of the work set for individuals and groups. The school has a home-school reading process but this is not yet used in all classes to create a dialogue with parents. No other homework is generally set in English.

88. The curriculum for English is firmly based on the National Literacy Strategy. The school has produced a detailed scheme of work showing the work to be done during each year, half-term and week in every year group. This scheme is entirely based on the Strategy and this has successfully promoted continuity in learning and the progression of skills. The school has not yet started to plan systematically for the other areas of English such as speaking and listening and occasions for extended writing. There is no whole school curriculum plan which embeds aspects of English in the schemes for every subject. The curriculum for English is not well balanced and this hinders progress. Pupils do not spend enough time using the skills they learn in their own writing and in the reflective reading of

texts. Pupils with special educational needs receive good support and make good progress towards the targets set for them. The school emphasis on teaching listening as a skill is very helpful for pupils for whom English is an additional language and they make sound progress. However, there is less emphasis on the extension of vocabulary and on the deliberate planning of opportunities for speaking and this hinders further progress. Standard tests are not yet analysed in detail to inform curriculum planning but the school is currently working on this. The subject is co-ordinated well and with enthusiasm and teachers get good support. An appropriate and effective monitoring system is in place to ensure the scheme is carried out and evaluated. These systems have only recently been implemented and the full effects are not yet apparent in every class.

The effectiveness of the Section 11 provision (EMAS)

89. The previous inspection found that teaching and learning of English as an additional language was satisfactory. Turnover of both class teachers and specialist staff restricted progress. There was insufficient joint planning between specialist staff and class teachers. National Curriculum test results were insufficiently analysed in terms of pupils' ethnicity. There has not been any significant progress in these factors; staff turnover has still been high in the last two years and test results have still not been analysed to inform curriculum planning for these or any other pupils.

90. Well over half the pupils in the school come from homes where English is not the first language. Of these, about half are at stages one or two of English acquisition; most of those at stage 1 are in the nursery or reception class. Nearly all pupils in Key Stage 2 are at level 2 or above. The school had previously opted out of the local authority scheme and had no specialist support staff. The special needs co-ordinator has now also taken responsibility for this aspect of provision, the school has opted back into the authority scheme and one specialist teacher has recently started working in three Key Stage 2 classes. One part-time bilingual assistant has also been appointed to act as translator and link with parents.

91. Overall, pupils with English as an additional language make sound progress. The co-ordinator has introduced a progressive scheme for promoting listening skills. Small groups of pupils who have been identified as having particular difficulties in listening are timetabled to take part in very concentrated weekly sessions. The success of this new programme is being monitored and evaluated. The whole school has adopted the scheme's emphasis on listening, teaching pupils to focus on the speaker and respond appropriately. This has successfully enabled pupils who do not have English as their first language to adopt useful listening strategies to give them greater access to the taught curriculum. All teachers keep a summary record of the pupils in their class stating each pupil's home language and stage of English learning and most, though not all, teachers use this information in their daily planning. They sometimes plan appropriately for mixed ability groups to work together on specific occasions to enable good understanding for all pupils and for the more fluent pupils to be useful role models for others. However, though this is sometimes successful in promoting good understanding for all, sometimes the less fluent pupils do not take an active part in the group, their behaviour deteriorates and they do not make good progress in that lesson. Although there is a good emphasis on listening skills, there is insufficient focus on speaking, on the development of a wider vocabulary or a better understanding of idiom. Most class teachers are not using effective strategies to enable pupils to become assured speakers with the confidence to attempt to express their ideas in a range of contexts and this hinders further progress.

92. The specialist teacher has started in the school very recently and has started to establish positive relationships with the pupils. Her exact timetable and responsibilities are

still being evolved and it is hoped that the authority will place at least one more teacher in the school.

97. Mathematics

93. The 1996 report states that in the Nursery and reception classes children's skills in numeracy are broadly in line but that in Key Stage 1 and 2 while some pupils achieve national expectations there is significant underachievement. This is more evident in Key Stage 2, where pupils' progress and competency levels fall further behind as they get older.

94. Pupils' attainment in mathematics is below average at the end of both key stages. The 1998 test results show that while results are well below national averages in comparison with all schools they are below at Key Stage 1 in comparison with similar schools and above national averages at Key Stage 2. Results from 1996 -1998 show an overall rise in attainment at both key stages although there is a considerable fall in 1998. The Test results for 1999 confirm this upward trend in comparison with similar schools. Pupils at the end of Key Stage 1 can match numerals with words up to 20 and are secure in their knowledge of number bonds to 20 recognising doubles of numbers. They use the symbols for addition and subtraction correctly and can order numbers up to 100 with confidence. Children use tens and units and can count accurately in 2's and 10's. Pupils name two dimensional shapes and recognise reflective symmetry by matching halves of shapes. They use measures in centimetres and weighing objects heavier than 1 kilogram in their science work. By the end of Key Stage 2 pupils recognise diagonals on a wide range of 2D shapes and measure lines and perimeters accurately. They enter scores of football teams on a spreadsheet and make bar charts of the numbers of boys and girls in each class. They recognise and use the language of probability appropriately predicting the outcomes of tossing a coin. Progress at Key Stage 1 is satisfactory or better in lessons where the quality of teaching is satisfactory or better. Pupils make good progress when they are allowed to take responsibility for their own learning and the lessons are of a sufficiently practical nature for them to be able to use and investigate the concepts presented to them. Progress at Key stage 2 is unsatisfactory and impeded by the behaviour of some of the pupils. Where teachers use good behaviour management techniques consistently pupils can work independently on tasks and the pace of the lesson is not slowed by interruptions.

95. At Key stage 1 pupils respond well to lessons but need constant reminders to watch and concentrate on their teacher. They are friendly and eager to answer questions posed by adults and generally enthusiastic. In Year 1 and 2 classes pupils collect their own resources and clear them away safely and competently to the correct places. At Key Stage 2 pupils are often unsettled in lessons. Teachers work very hard to maintain pupil concentration and teach effectively. In Year 6 higher achieving pupils are disruptive if not participating fully in the lessons while in Year 5 where the work was over challenging pupils could not work at an independent level and were noisy. Where pupils are fully involved in the lessons and able to make significant contributions rather than observing behaviour is less of a problem. Resources to support the recording of mental mathematics would ensure full pupil participation and leave individuals less time for fidgeting and disturbance.

96. The 1996 report indicated that there was some good teaching in Key Stage 1 but expectations were low in some classes with no thorough approach to the subject. Overall better lessons were characterised by careful planning and use of time. Poor teaching related to work insufficiently well matched to pupils' needs and over use of work sheets.

97. In 1999 at Key Stage 1 three out of six lessons observed were good or better and three unsatisfactory. These were specifically relating to one class where the teacher's knowledge

and understanding of the subject and how young children learn is poor and the content of the lesson and activities do not support the children's learning. At Key Stage 2 two out of 4 lessons observed were satisfactory or better with 2 lessons unsatisfactory. Unsatisfactory lessons were a result of inconsistent or unsatisfactory behaviour management which meant pupils were disruptive and the lessons were interrupted constantly. However, at both key stages teachers have made significant improvement in planning lessons which meet the requirements of the National Curriculum and the National Numeracy Strategy. Teachers are clear about what they want to teach and some have used the sample lessons effectively and translated them into practical work with good use of resources to support pupils' learning. In Year 1 pupils investigated pattern making at four levels within the class. Where teachers make lesson objectives very clear to pupils by writing them up on display and referring to them pupils work well and focus on their tasks. In Year 2 pupils were continually reminded about the challenge they had been set to solve a problem by repeated addition. Some teachers identify focus groups who they work with and pupils' progress is enhanced significantly. All teachers express their high expectations of pupils behaviour and some use their voices, body language and pauses to convey these to good effect enabling lessons to flow without constant interruption. Where the quality of teaching is good or better teachers ensure pupils' attention is focussed on them before they begin a lesson and work consistently hard to maintain it as in Year 4. In most classes teachers use questions to assess pupils understanding but there are limited opportunities for pupils to practice and use mathematical language. This is restricted by the limited use of practical activities allowing pupils to use and apply their knowledge. Use of practical activities is very good in Year 1 and Year 2 classes and pupils make good progress as they are able to practice their skills. However, where lessons do not meet the age and abilities of the children and have insufficient practical work as in the lesson on fractions in Key Stage 1 worksheets become a colouring exercise with no mathematical content. In this class the lower attaining pupils working with the classroom assistant made satisfactory progress cutting and sticking halves of shapes. Teachers assess their pupils effectively through questioning and lesson evaluations. Homework is also used well in many classes where it is varied according to the needs of the pupils and relates to work carried out in class.

98. The 1996 report indicated that there was a lack of balance across the attainment targets. This continues at the present time although the National Numeracy Strategy will help the school to ensure that all areas are sufficiently planned. Attainment Target 2 Using and Applying mathematics and Attainment Target 4, Data handling have had some coverage but are not planned sufficiently to allow pupils to devise their own problems and collect their own data. This limits their independence and takes away their responsibility for their own learning. There is some evidence of mathematics being used across the curriculum but it is limited and restricts the use and application of the subject. Pupils have difficulty in understanding its relevance. In Year 6 where the teacher referred to the use of coordinates in mathematics to map reading of an A-Z in geography some pupils expressed renewed interest in the subject. The school has yet to fully address the difficulties arising from mixed age classes where pupils study the curriculum relevant to one age group and may miss out on key areas of learning.

99. The coordinator is new to the school but has a clear view of the needs of the subject. She has made a good start on developing her role as a coordinator as well as carrying out the practical tasks of auditing the resources and assessing them in the light of the needs of the curriculum. All staff have received numeracy training but further training is planned which will include the observation of demonstration lessons and which will be effective spreading the good practice which has been observed in some classes. The coordinator has monitored the coverage of the subject satisfactorily and will begin monitoring the quality of teaching. Most teachers have a sound if not good knowledge of the subject and support staff work well with teachers. Where staff are insufficiently experienced and have a limited

knowledge of teaching mathematics in a practical way urgent in-service work is required if some pupils are to make at least satisfactory progress in Key Stage 1. Resources are satisfactory for the current needs of the subject but require review for the long term implementation of the National Numeracy Strategy. They have been satisfactorily organised into areas of learning and are accessible to teachers.

104. Science

100. Attainment in science is below average at the end of both key stages. This is an improvement on the findings of the last inspection where standards in lessons and tests were all well below average. In 1999, attainment at the end of Key Stage 1, based on teacher assessment, was well below national averages whereas the number of pupils reaching Level 3 was below. Inspection evidence, based on the current pupils in Year 2, shows that pupils are achieving standards in science which are below national averages, but in Year 6, due to the present pupils, attainment is well below average and below the standards achieved last year. The results of the 1999 national tests at the end of Key Stage 2 showed that pupils' attainment was low compared to the national average, although this is an improvement on earlier years, where results were well below average. When compared with similar schools pupils' results in year 6 last year are average. Standards in science since 1997 have risen overall despite the poor performance in 1998.

101. At the end of Key Stage 1 pupils use a limited scientific vocabulary with increasing confidence and understanding when they are asked to use it. They can record their observations accurately as seen in the work done by a Year 2 class where pupils investigated forces and whether the size of an object affected the distance it travels. They learnt that accurate measurement is important in science and an understanding of the importance of fairness in their investigations. In both key stages pupils' written observations are clearly recorded using very helpful recording guidelines. They make sensible predictions before experimenting, record their findings reasonably accurately and draw rational conclusions when all the information has been collected.

102. Progress in science is satisfactory in lessons through Key Stage 1 and Key Stage 2, although pupils in Year 6 make poor progress due to their unsatisfactory behaviour. However, progress overtime, from one year to the other, is unsatisfactory but is now improving through the introduction of the new scheme of work. Throughout the school, pupils are learning scientific vocabulary which they use with increasing confidence but this is not yet built up over time through consistent use of the scheme of work. Pupils who have English as an additional language understand the science involved but cannot always clearly explain what they have learned. Pupils with special educational needs make good progress throughout the school due to the support they receive from teachers and support assistants.

103. Pupils respond well to science and have a positive attitude to their work. They show great interest in the activities provided for them and can concentrate for quite lengthy periods of time during both demonstrations and investigations. Behaviour in lessons is usually satisfactory and often good with pupils listening carefully to their teachers and making pertinent comments and suggestions. On occasions the oldest pupils respond poorly, as they are noisy, fussy and do not listen to what is asked of them. Consequentially their progress is poor. Relationships between most pupils in both key stages and with their teachers are good.

104. The quality of teaching is satisfactory or better in both key stages except where the oldest pupils' behaviour stops them working effectively. Teachers have a sound subject

knowledge and use this to help pupils understand the work they are undertaking. They sometimes plan and work together in a very supportive manner to help one and another. Teachers' planning is good and successfully covers the needs of all pupils. In the best lessons, teachers give enthusiastic and well organised presentations and plan a good range of stimulating and interesting activities. They question pupils well to assess the levels of their understanding and to move them on to the next stage in their learning. Resources are used well to support learning and are well prepared in advance of lessons.

105. There is a very recently appointed co-ordinator for science. The school is trying out the new QCA scheme of work to ensure that all aspects of the subject are covered in each key stage and revisited when appropriate. As yet there has been no monitoring of planning or teaching to ensure that all aspects are taught effectively. The co-ordinator has plans to do this in the near future. Resources are adequate for the delivery of the full curriculum, are centrally stored in labelled boxes and are readily accessible to staff.

110.

OTHER SUBJECTS OR COURSES

110. Art

106. Taking account of lessons, pupils' previous work including that on display, and discussions with pupils, standards are below those expected for pupils' ages. Pupils start Year 1 having had good experiences in their reception year. At Key Stage 1 pupils are able to use pencil, pastels and crayons appropriately. They enjoy drawing and many record what they see with appropriate detail and an attempt at accuracy. Pupils are given interesting opportunities for collage work and they make attractive patterns and pictures. Their painting skills are underdeveloped and they have opportunities to develop these but they are not sufficiently planned to ensure progress over time. Their ability to talk about what they have done is limited, partly by their speaking and listening skills but particularly because they are not introduced systematically to specialist vocabulary such as shade and tone. However, art lessons give pupils very good opportunities to use imaginative language, such as the pupil who described a pattern of circles looking like water running away. Some classes look at the work of other artists such as those children looking at the work of Paul Klee with real interest and concentration. Year 2 children were able to say what an artist does and some to explain that their pictures are put in galleries. None of the children in the class had visited a gallery.

107. Key Stage 2 pupils are no more confident in their art work but continue to enjoy these activities. They have good opportunities for design, for example Years 4 and 5 have work with an artist in residence to design the gates for Edward Square. However, these opportunities are not part of a systematic experience. Additionally, pupils have not been introduced to art techniques in a sufficiently planned programme and therefore work they produce is undeveloped. Their painting skills are immature and they handle brushes and paint with limited skill, but on occasions given the right task and support do produce satisfactory work. There are examples of attractive work displayed around the school. When they are given tasks that interest and challenge them they do sustained careful work that shows individuality. Observational drawings of African drums, for example, using charcoal, pencil and pastels produced good work but still not to a high enough standard. Pupils have made little progress in knowledge and understanding art over the key stage.

108. The quality of teaching is satisfactory overall. Teachers have generally appropriate subject knowledge and chose interesting experiences for the pupils. Teachers plan and prepare art activities carefully, which are usually as part of the topic or to contribute to a

display. The changeover of staff and the understandable focus on literacy and numeracy has meant that art has had a lower profile in school over the last few years and a systematic programme is needed to raise pupils' achievement. There is some guidance in the curriculum overview for each group but this needs to be added to so particularly non-specialist teachers useful guidance.

113. **technology**

Design and

109. Overall attainment in design and technology is below average. Pupils attain standards that are lower than expected at the end of both Key Stages 1 and 2 and as they move through the school they make unsatisfactory progress in their learning. However, in individual lessons progress is at least sound and sometimes good. The reason that this good work is not built upon consistently over time is because the school has only recently adopted the QCA scheme of work

110. At Key Stage 1 pupils use the correct terminology to talk about what they are doing. In a Year 2 lesson, for example, they were able to use the word "axle" to explain their work. Pupils have appropriate making skills and in the same Year 2 lesson, for example, were able to make parallel holes using a punch. As pupils move into and through Key Stage 2, they develop these making skills and can use a range of simple tools, such as scissors, to cut card and paper safely. In a Year 4 lesson, for example, pupils used these skills quite effectively to make an animated greeting card. Here, pupils worked reasonably accurately: they produced work that was of sound quality, chose materials from those provided by the teacher and were able to say whether they thought their work was good enough. Similarly, in a Year 5 lesson, pupils investigating biscuits were able to analyse and make judgements about quality appropriately.

111. Pupils have mostly positive attitudes to their learning and enjoy practical work where they design and make products. A good example of how much pupils enjoy their work is the way those in Year 1 wanted to stay in their classroom rather than go out to play. Pupils work together quite well and the good relationships mean that they share materials and equipment and often help each other. They show respect for the equipment and, mostly, for others in the class.

112. The quality of teaching observed was very good in Key Stage 1 and satisfactory in Key Stage 2. Activities are usually very well prepared and linked effectively to the National Curriculum. In the best lessons pupils are very well managed so that behaviour is very good and standards of discipline high. In these lessons, teachers have a good knowledge and understanding of the subject: for example, teachers understand how to plan work that gives pupils experience of analysing products to find out how they are made. The incy-wincy spider task is a good example of this, giving pupils opportunities to take apart a product and develop their making skills. In the satisfactory lessons planning and preparation are mostly thorough and reflect the principles that underpin the subject well. In the Year 5 lesson, for example, the task of tasting and analysing different biscuits was reasonably effective and encouraged pupils to make judgements about the quality of a made product. Similarly, the Year 4 lesson, where pupils were making a moving card, developed pupils' knowledge and understanding of simple machines effectively. Expectations are appropriately high and it is this, together with teachers' secure subject knowledge, that enables pupils to make sound progress as they move through the school.

117. **Geography**

113.The previous inspection found that standards in geography were variable. Looking at lessons, the pupils' previous work in books and on display and talking to pupils indicate standards in geography are below national expectations and whilst progress is made in most lessons they do not make enough progress over time. In Year 6 pupils investigate rivers and the environment of mountains and some can recall information about the source and course of rivers. They have an understanding of the water cycle and use simple vocabulary such as spring, stream and estuary. Some teachers have linked geographical topics with the work in the literacy hour to give pupils more opportunities to use correct terminology.

114.Year 2 pupils have looked at an island home and identifying similarities and differences between Islington and a Scottish island. Pupils found this very difficult and chose quite simple differences such as the type of houses or lack of litter, although one child identified violence in the streets. They also look at the travels of a bear and explore different places and weather patterns. Pupils are very interested in their geography work because teachers plan topics well and introduce them in a lively and interesting way.

115.Geography has not had a recent focus in the school but it has recently adopted the new QCA scheme of work, which has given teachers very useful guidance. If this work is systematically built on over time pupils' knowledge and understanding will improve and standards will rise. The school has successfully used a local field study centre for some of its geography fieldwork. Resources are organised in geographical topic boxes to make them accessible to teachers.

History

116.The previous inspection found that standards in history were variable in Key Stage 1 and unsatisfactory in Key Stage 2. There was poor subject planning and co-ordination across the key stages. There were no policy or schemes of work and no training had taken place. There has been good school improvement in nearly all these aspects. Standards are now sound at both key stages. A knowledgeable and effective co-ordinator has recently been appointed and the school has adopted a standard scheme of work. There is a policy which is planned to be updated next spring. However, no staff training has yet taken place in the subject.

117.Attainment is in line with national expectations at the end of both key stages. By the end of Key Stage 1, pupils have developed satisfactory skills in recalling the main events of historical stories. They begin to be able to use inference and deduction, for instance using their knowledge of how people lived and what the buildings were made of to work out why the great fire of London spread as it did. Younger pupils have skills in sequencing events and are developing an understanding of time lines and chronology. Pupils broaden their experience in Key Stage 2 and have sound understanding of life in their current period of study, for example in Ancient Greece or in England during Tudor times. By the end of the key stage, they can use a range of sources such as information books, pictures and artefacts from that time and engage in historical research to find information, for instance about schooling in Ancient Greece. They can present their findings in various ways, such as writing a straightforward account, taping an information programme or in pictorial form.

118.Pupils make sound progress as they move up the school. By the age of seven, pupils have consolidated some of the skills and understanding of chronology. They realise there are similarities and differences between life in the past and today. Some make relevant observations and comparisons when listening to stories of historical figures such as Samuel Pepys. Pupils are introduced to a wider range of historical activities in Key Stage 2 and develop fuller knowledge. They learn to distinguish between ways of life and ideas at

different times, discussing the contrasts between our present expectations of the role of a king or queen and those of the people in Henry VIII's times.

119. Pupils enjoy history and show curiosity about the past. Although not generally very confident speakers, in the best lessons, when teachers have prepared the content of the lesson carefully and involved them well, pupils are interested and often willing to contribute to the discussion and make sensible observations. Behaviour during history lessons is inconsistent. It is usually good, pupils are involved in the work and the discussion and collaborate well when engaged in a group task such as a piece of research. Very occasionally, the restless behaviour of a few pupils affects the rest of the class, and behaviour deteriorates.

120. History is taught well. Teachers have sound knowledge, not only of the areas of study they are currently teaching but also of the historical skills such as chronology, historical enquiry and interpretations of history. They plan conscientiously and receive good support from the newly appointed co-ordinator and through following the scheme of work. Nearly all teachers use good class management skills and deliver interesting, well planned and lively lessons.

125.
technology

Information

121. When pupils leave the school, at the end of Key Stage 2, standards in information technology are below those expected for 11 year-olds. The school has made recent improvements to the information technology provision since the last inspection. For example, support from the LEA is helping to cover aspects of the IT curriculum such as control, some teachers are more confident about using computers and plans include specific reference to IT. The reason that standards are below those expected is mainly because most teachers still lack the detailed knowledge to teach IT effectively.

122. By the end of Key Stage 1 pupils understand how to program simple instructions into a roamer – a small floor “robot” that moves in response to commands entered on a keyboard. In Year 2, for example, pupils made the roamer move along the outside of imaginary square by giving entering the correct commands. They described what they did to enter the commands, and what effect this had, clearly, showing that they had a sound understanding. Here, the good quality teaching contributed well to learning. Pupils also use computers in classrooms to get information or enter simple text. However, pupils' IT skills and understanding are low. In the Year 1/2 class, for example, pupils were shown how a computer based talking dictionary worked but learnt little. Similarly, by the end of Key Stage 2 standards are below those expected. In a Year 3/4 lesson, for example, where pupils were shown how to store data, standards were lower than expected because there was little opportunity to use the computer. In both lessons, teaching the whole class using just one computer had insufficient impact on learning. As a result pupils make insufficient progress in their learning and in lessons do not extend or build upon their skills effectively.

123. Pupils' attitudes to work are best where they work in small groups. Pupils working on the roamer, for example, responded well to task and worked with enjoyment and enthusiasm. They listened carefully to the teacher, acted sensibly to instructions and advice, and were starting to work out for themselves what commands to give. Their behaviour was very good. In other lessons, where the whole class is given instruction in how to use IT using just one computer, attitudes are unsatisfactory and pupils respond poorly. Often these lessons are disrupted by pupils' poor behaviour which impedes progress and learning. In a Year 5 lesson, for example, the inability to see the computer

screen, and little opportunity to use the computer, led misbehaviour. This, in turn, meant that most pupils learnt little during the lesson.

124. Overall, the teaching of information technology is unsatisfactory. Whilst most lessons are planned to meet the requirements of the National Curriculum, and the tasks are potentially demanding, teaching methods do not meet the needs of pupils. In many lessons seen, teaching the whole class using one computer was ineffective: many pupils could not see the computer screen, pupils had little opportunity to use IT and in some cases, for example in the Year 1/2 class, teachers did not have sufficient knowledge of the National Curriculum. The result of these weaknesses is that it makes it very difficult for teachers to maintain high standards of discipline: this results in unsatisfactory behaviour and further limits progress and learning. In some cases, potentially satisfactory provision is marred by poor behaviour: this poor behaviour is mainly because the effective methods to promote positive behaviour used by some teachers is not used consistently across the whole school.

129.

Music

125. Standards in music are below those expected for their ages and progress over time is unsatisfactory. Pupils of all ages however, sing well in assembly; all follow the words carefully and can hold the tune well many singing with a sweet and tuneful tone. Music has not been a focus for development for some time and as many teachers are not music specialists so aspects of this subject, other than singing, have suffered. Pupils are now having lessons following a scheme of work and they sing regularly in assemblies. Teachers use music lessons to encourage the pupils' enjoyment and understanding but they also make excellent links with other subjects. For example in a Year 2 class the teachers made links with an earlier RE lesson talking about light and dark in the song they were to learn.

126. Pupils enjoy their music sessions, they love using the pitched and unpitched percussion instruments which come from a range of cultures. They use the instruments with care. Key Stage 1 pupils can tap in time to a piece of music and sing along. In Key Stage 2 pupils still readily participate in music although in some classes the behaviour of some pupils is very difficult for their teacher to manage. Using instruments can lead to over excitement and consequently the teacher's understandable desire to manage pupils well, leads them to focus on singing.

127. Pupils listen well to music that is played to them and give generally sensible ideas about what they are listening to, although very few have ever seen an orchestra and therefore find identifying different instruments extremely difficult. Whilst lessons generally include a mix of activities they do not develop into a strong progressive whole-school curriculum for music that covers all aspects of music.

Physical Education

128. Overall attainment in physical education is average. In the last inspection pupils' attainment was generally average but best in swimming. Pupils' attainment continues to be higher in swimming and some games such as football but, overall, pupils' lack coordination and as a result attainment is average. In Year 2 pupils' catching and throwing skills meet expectations and in Year 6, where pupils are coached by an Arsenal coach for football skills, they have satisfactory ball control and can dribble and turn with a ball. However, pupils generally have poor coordination and in Year 6 dance many were unable to follow instruction relating to left and right walking through the steps of a line dance. At both key stages many pupils demonstrate poor listening skills and are unable to concentrate.

129. Pupils' progress in lessons is often unsatisfactory. Progress in physical development is often limited by poor behaviour which means that teachers are sometimes unable to complete lessons. One teacher in Key Stage 2 used the time well to reinforce health and safety issues arising from pupils' behaviour. Many pupils particularly at Key Stage 2 find it difficult to maintain self control once they are in a larger space such as the hall and teachers work very hard to maintain pupils' attention.

130. Pupils attainment in swimming is good. By the end of Key Stage 2 more than 90 per cent of pupils can swim 25 metres and in the current Year 6 the figure is already 82 per cent. Pupils value their time at the swimming pool and generally behave well although the instructors report that behaviour is variable. At Key Stage 1 most pupils show enjoyment for the subject and although sometimes their behaviour slows down the pace of lessons generally they respond well to positive reinforcement. At Key Stage 2 pupils may refuse to participate in lessons such as the football coaching session and the line dance session. While this slows down the start of lessons in Year 6 the teacher perseveres and as the lessons develop it is clear that there is a basis for good relationships forming in the class.

131. In 1996 the inspection reported that the best lessons were clear and developmental although there were some low expectations and content was not planned to meet the requirements of the National Curriculum. Teachers' poor knowledge of the subject was reflected in the poor quality of the teaching. The school has made significant improvements in this aspect of its work and teachers plan their lessons effectively and with appropriate attention to the requirements of the National Curriculum. Lesson plans include warm up sessions leading into the main part of the lesson and cool down time. All lessons give pupils satisfactory opportunities to be physically active and health and safety issues are consistently reinforced at both key stages. Teachers dress appropriately for the lesson and provide good role models in their participation in lessons. Resources are planned and used appropriately. At the swimming pool appropriately qualified instructors have a clear plans for themselves and supply the assisting class teachers with a plan which shows development throughout the lesson and meets the needs of the particular levels of ability. They all make their expectations of behaviour very clear and the organisation allows for maximum time in the water. Arm bands and floats are provided in sufficient numbers for the groups which need them.

132. The school policy refers to all aspects of the subject and includes equal opportunity issues and health and safety issues. A scheme of work is available for all staff and the curriculum overview clearly demonstrates the coverage of all the aspects of the subject. The school gives value to pupils sporting achievements by celebrating them in school assemblies. While all aspects of the curriculum are appropriately covered the lack of resources for small apparatus work such as balls, bats and racquets restricts the pupils' progress in skills and coordination as sharing is not always beneficial and leads to some pupils being unable to maintain their self control. Swimming has appropriate emphasis as the proximity of the canal may give rise to some concern. Each class in Key Stage 2 attends the pool regularly each term with each child receiving approximately six lessons. The school keeps records of swimming awards which are regularly updated. Some teacher make assessments of physical development which are noted in teacher mark books.

133. The coordinator is new to the school and the subject has yet to be reviewed. Progress has been made with the organisation and audit of resources in the limited time available. Resources restrict the games curriculum and this requires urgent attention to enable pupils to develop the necessary social and physical skills within a structured lesson. The large apparatus and exercise mats are satisfactory in quality and quantity and the school has sufficient indoor and outdoor space. However, the poor acoustics in the hall make it difficult for teachers to project their voices which leads to some pupils being unable to follow

instructions promptly slowing the pace of lessons and leading to loss of attention.

Religious education

134. Standards of attainment in religious education are below those expected at the end of Key Stage 1 and at the end of Key Stage 2. By the age of seven, pupils have had some exposure to aspects of major world faiths. In a Year 2 lesson, for example, pupils have a sound knowledge and understanding of Diwali and can talk about what how light and dark symbolise good and evil. By the time they are eleven, at the end of Key Stage 2, pupils have an appreciation of their own and others' cultures, and develop their understanding of the major world faiths effectively. In Year 6, for example, pupils studying the life of Guru Nanak and the Sikh religion understand the similarities with Buddha's teachings. Here, pupils are also able to relate the ideas they learn to their own understanding and how giving is about sharing what you have. Pupils have a sound understanding of the importance of holy books to the different religions and how beliefs affect behaviour. In a Year 5 lesson, for example, a well led discussion about religious beliefs helped pupils talk confidently about their own religious experiences.

135. Progress in both key stages is satisfactory and pupils have good opportunities to reflect and discuss the significance of religious beliefs and practices. In Key Stage 1, pupils develop their social skills well through looking at stories or talking about how to relate to others. In a Year 1 "circle time" lesson, for example, pupils made good progress in taking turns and listening to others because of the well-structured teaching. In Key Stage 2 pupils develop their knowledge and understanding of the main religious traditions appropriately.

136. Pupils' response to learning is satisfactory in Key Stage 1 and in Key Stage 2. Pupils mostly listen to their teachers and respond positively. They enjoy listening to stories, often answering questions well. In a reception class lesson, for example, pupils listened carefully to the Rainbow Fish and to others' ideas. Pupils share their hypotheses. In Year 5, for example, when discussing religious beliefs, pupils explored their understanding of God and creation sensitively. Pupils show respect for each other and for ideas and views of fellow pupils.

137. Teaching is good in Key Stage 1 and in Key Stage 2. In the best lessons, teaching is calm, well prepared and planned effectively. In a Year 4 lesson on the creation story, for example, the learning objectives were set out very clearly on the blackboard ensuring that pupils knew exactly what was expected. This had a positive impact on the progress they made during the lesson. Teachers mostly have a secure knowledge of the subject and appropriately high expectations. These positive features contribute well to standards and help to explain why pupils make satisfactory progress towards the expectations of the Locally Agreed Syllabus. Another feature of the teaching that contributes positively to pupils' attainment and progress is the way teachers deal with issues, such as sharing, helping others or what makes people happy, in a sensitive way. These issues are also dealt with consistently across the school so that, for example, sharing is a theme for assemblies thus reinforcing the values promoted in lessons. The co-ordinator is enthusiastic and clear about religious education developments.

142. **PART C: INSPECTION DATA**

142. **SUMMARY OF INSPECTION EVIDENCE**

143. The inspection team consisted of five inspectors, one of whom was a lay inspector. The team spent a combined total of 19.5 days altogether gathering evidence, and during the inspection 93 lessons, or parts of lessons, were seen. The total time spent in observing lessons, sampling pupils' work and talking to pupils was over 75 hours. Discussions with pupils took place during lessons and at other times. Specific discussions with pupils representing different age and ability groups contributed to evidence of attainment, for instance in reading. Samples of pupils' work from each year group were examined separately and during the daily activities in the classroom. Other evidence was drawn from displays of work, records and reports. Discussions were held with governors and members of staff, both teaching and non-teaching. A wide range of documentation provided by the school was also inspected. The views of parents on aspects of school life were sought in a meeting arranged for this purpose.

142. DATA AND INDICATORS

142. 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 – Y6	206	5	90	142
Nursery	33.5	0	3	14
Unit/School				

142. Teachers and classes

142. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent): 14.4

Number of pupils per qualified teacher: 14.3

142. Education support staff (YR – Y6)

Total number of education support staff: 4

Total aggregate hours worked each week: 87

142. Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent): 1

Number of pupils per qualified teacher: 33.5

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

Total number of education support staff: 4

Total aggregate hours worked each week: 75

Average class size: 25.7

142. Financial data

Financial year:	1998
	£
Total Income	711,804
Total Expenditure	656,591
Expenditure per pupil	2,014
Balance brought forward from previous year	-10,713
Balance carried forward to next year	44,500

142. PARENTAL SURVEY

Number of questionnaires sent out: 206
 Number of questionnaires returned: 16

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	25	44	13	13	6
I would find it easy to approach the school with questions or problems to do with my child(ren)	38	38	13	13	0
The school handles complaints from parents well	0	56	31	6	6
The school gives me a clear understanding of what is taught	0	81	6	6	6
The school keeps me well informed about my child(ren)'s progress	25	44	0	25	6
The school enables my child(ren) to achieve a good standard of work	19	56	13	6	6
The school encourages children to get involved in more than just their daily lessons	13	75	6	0	6
I am satisfied with the work that my child(ren) is/are expected to do at home	0	75	0	0	13
The school's values and attitudes have a positive effect on my child(ren)	13	69	13	0	6
The school achieves high standards of good behaviour	0	69	19	13	0
My child(ren) like(s) school	44	50	0	0	6