INSPECTION REPORT

St. Paul's and All Hallows CE Junior School
Tottenham.

LEA area: Haringey

Unique Reference Number: 102141
School Inspection Number: 187518

Headteacher: Mr. A. Wilson

Reporting inspector: Mr. G. D. Jones

Dates of inspection: 13th - 16th September 1999

Under OFSTED contract number: 706622

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Junior
Type of control :	Voluntary Aided
Age range of pupils :	7 to 11 years
Gender of pupils :	Mixed
School address :	Worcester Avenue Tottenham LONDON N17 0TU
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Appropriate authority :	Governing Body
Name of chair of governors :	Father A. Dangerfield
Date of previous inspection :	11th - 15th March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Geoff Jones (Registered Inspector)	Mathematics Art Music Physical Education	Attainment and progress Teaching Leadership and management
Ian Lloyd (Team Inspector)	Science Design and Technology Information Technology	Curriculum and assessment Staffing, accommodation and learning resources English as an additional language Equal opportunities
Jacqueline Darrington (Lay Inspector)		Attendance Support, guidance and pupils' welfare Partnership with parents and the community Attitudes, behaviour and personal development
John Wain (Team inspector)	English History Geography	Spiritual, moral, social and cultural development Efficiency Special educational needs

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MAIN FINDINGS

What the school does well

- The good standards in English and mathematics at the end of Key Stage 2;
- The good progress made by the pupils in English, mathematics and physical education;
- The good quality of teaching in the school;
- The very good relationships it fosters within the school;
- The very high standard of provision for the pupils' cultural development.
- The very good arrangements which promote pupils' personal development;
- Pupils for whom English is an additional language make very good progress.

Where the school has weaknesses

I. Standards and progress of the pupils in information technology are too low;
II. Higher attaining pupils do not make the progress of which they are capable;
III. The unsatisfactory progress of pupils in art, music and design and technology;
IV. Weaker areas in the school's curriculum are not identified and targeted systematically;
V. Procedures for monitoring and addressing the health and safety factors of the school's accommodation are inconsistent;
VI. The inconsistency in the provision of homework for pupils across the school.

Overall, the school has considerably more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled.

How the school has improved since the last inspection

The pupils' standards of attainment at the end of the key stage in English and mathematics have been raised. This has been due to the hard work of teachers, particularly from those teaching Years 5 and 6 pupils in recent years. Standards in information technology have improved marginally but pupils are still not covering the requirements of the National Curriculum sufficiently to enable pupils to reach satisfactory levels of attainment. However, the school has recently adopted a number of measures to improve standards. It has joined the local authority's recovery programme in information technology and the more competent pupils have been appointed as tutors to other pupils in an attempt to raise levels of attainment and improve computer skills.

Schemes of work have been introduced in all subjects for teachers to use as a framework for their lesson planning. This has improved the quality of teaching overall and improved the progress of pupils in English and mathematics. Teachers do not follow the schemes in all subjects sufficiently to cover even the main aspects in some subjects, notably art, music, information technology and design and technology. This has not enabled pupils to make the progress of which they are capable in these subjects.

As soon as the school introduces procedures for identifying weaker areas of the curriculum and begins to target these areas for improvement the standards and progress of the pupils will begin to improve. At present, such systems are not sufficiently rigorous and the school's capacity to improve is not as good as it could be.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools
English	B	A
Mathematics	B	A
Science	B	A

Key

well above average A
above average B
average C
below average D
well below average E

The above comparisons represent the school's 1998 test results. It has not been possible to include the latest test results because, as yet, no national averages have been published. The chart shows, for example, that while standards in English are above average they are well above average compared with those in similar schools.

The school has improved its national test results in English, mathematics and science during the last three years. The inspection shows that while attainment in English and mathematics is better than average, in science pupils are achieving the national expectation and attainment in information technology is weak.

Quality of teaching

Teaching in:	7 - 11 years
English	good
Mathematics	good
Science	satisfactory
Information technology	unsatisfactory
Religious education	not applicable to this inspection
Other subjects	satisfactory

Only 2 per cent of lessons observed in the school during the inspection were unsatisfactory. Teaching is at least satisfactory in 98 per cent of lessons. In 10 per cent of lessons it is very good or better and in a further 52 per cent it is good. The quality varies between classes and is generally better in Year 6.

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	Good standards of behaviour resulting from the pupils' clear understanding of school rules and very good relationships with the staff

	of the school.
Attendance	Good; the attendance rate is above the national average. The rate of unauthorised absence has also been reduced due to effective measures taken by the school.
Ethos*	Good; hardworking ethos which promotes concentration and a natural curiosity resulting in good progress
Leadership and management	The head teacher provides sound leadership but there is insufficient rigour in establishing procedures to improving standards in all subjects throughout the school. The governing body is very committed to the school but, as yet, governors are not sufficiently involved in the strategic management of the school.
Curriculum	Good curriculum for English and mathematics. The curriculum for information technology, art, music and design and technology does not develop pupils' skills sufficiently,
Pupils with special educational needs	The school's provision for special educational needs is good. Pupils are identified, individual educational plans are drawn up and reviewed regularly. Pupils are supported well and make good progress
Spiritual, moral, social & cultural development	The school's provision for pupils' spiritual development is satisfactory; its provision for moral and social development is good and very good for the pupils' cultural development, particularly in terms of its multi-cultural aspects.
Staffing, resources and accommodation	Satisfactory; the teachers are hard-working and the learning support assistants make a sound contribution to the pupils' progress; resources are satisfactory overall but musical instruments and computers are not used sufficiently for pupils to practise their skills; the building provides satisfactory accommodation
Value for money	Good value

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

The parents' views of the school

What most parents like about the school	**What some parents are not happy about**
VII. The school is approachable; VIII. The school provides parents with a clear idea of what is taught; IX. The school fosters good values and attitudes to work. X. The school achieves high standards of behaviour XI. The way pupils enjoy going to school. XII. Its values and attitudes have a positive effect.	XIII. Arrangements for the work children are

Inspectors' judgements support the parents' views. The views of the inspectors endorse the parents' positive opinions and agree that provision of homework is inconsistent and in some cases is erratic.

KEY ISSUES FOR ACTION

In order to raise standards further and ensure good progress for all pupils the head teacher, staff and governors should:

Raise standards of attainment in information technology and improve pupils' progress by:
-. ensuring that each pupil has more opportunities to use information technology in the classroom; (60)
-. monitoring teachers' lesson plans to ensure that all requirements of the National Curriculum are fully covered; (11) (86)
-. improving the teachers' skills in information technology; (23) (89)
-. identifying specific opportunities in the school's medium term planning to link what has been learned in information technology lessons to other appropriate National Curriculum subjects and religious education to consolidate the pupils' learning; (89)

Improve the progress of higher attaining pupils by:
-. identifying carefully in each class the higher attaining pupils in each National Curriculum subject; (14)
-. ensure that the lesson plans match the needs of these pupils; (14) (21) (32)
-. monitor their knowledge, skills and understanding regularly to ensure that they make the progress of which they are capable; (14)

Improve pupils' progress in art, music and design and technology by:
-. ensuring that the schemes of work contain details of the skills pupils should acquire and when these should be addressed; (92) (96) (107)
-. identifying the important elements of the National Curriculum Programmes of Study to be covered in each subject in order that pupils can make appropriate progress and monitoring teachers' planning to make sure that these elements are included; (12) 91) (92) (98)
-. improving teachers' skills in teaching music, art and design and technology; (23) (94) (99) (109)
-. ensuring that the appropriate resources for learning are available and that these are used frequently by pupils during lessons; (60) (92) (95) (110)

Develop and improve the whole-school curriculum by:
-. regularly collecting information on the pupils' knowledge, skills and understanding in all areas of the curriculum by analysing pupils' answers in tests, by monitoring teaching, by analysing samples of pupils' work, by monitoring teachers' plans and by interviewing samples of pupils to make judgements on the extent of their understanding; (33) (46) (47)
-. Using the above information to identify weaker areas in the curriculum; (46)
-. Involving the staff and governors to make decisions on the priorities for development of the curriculum; (49)

Devise a system for regularly identifying the health and safety hazards within the school premises to include procedures for ensuring that the concerns have been satisfactorily addressed; (39)

Ensure that homework given to pupils is focused on the work currently being addressed in the classroom and that the provision is consistent throughout the school. (25) (41)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are included in paragraphs in parentheses:

Ensure that at least one person on the staff receives training in child protection procedures; (39

INTRODUCTION

Characteristics of the school

1. The school is adjacent to Tottenham Hotspur football stadium and has 240 pupils on roll. Nearly four out of every five pupils come from African families or have a Caribbean background. Over half of the pupils come from homes where English is not the first language. Almost 40 per cent of the pupils are eligible for free school meals and this proportion is well above the national average. The number of pupils attending the school has been stable for a number of years and many children start their school life in the nearby nursery and infant school and stay at the school until they reach the end of Year 6. The school is popular amongst parents in the area.

2. The school has two floors and adjoins St Paul's and All Hallows Infant School with which it has a positive and useful relationship. St Paul's Church is a very short distance away and is where pupils attend regular class masses. On significant occasions, such as Pentecost and Ascension Day, there is a whole school mass. The priests also come into school regularly to take hymn practices and also help with the music for school productions. Cricket coaches from the London School of Cricket and football coaches from Tottenham Hotspur Football Club come into school to take games lessons. The school's steel band is well known in the local area and plays at local functions. In the recent past it has notably performed at the Royal Albert Hall and at the Royal Festival Hall.

3. The school is situated in its own grounds with a playground at the rear. The grounds adjoin Northumberland Park Secondary School. The school has had to take recent steps to guard against damage to the school's property by erecting an inner fence and by installing an automatic security gate which is electronically operated. The building is maintained largely by the London Diocesan Board

4. The staff has been very stable over the past five years with few changes. However, the full time special needs co-ordinator is on maternity leave at the moment. In addition one Year 6 teacher has been promoted to the deputy headship of another primary school and a Year 3 teacher has been seconded to a post to teach English to pupils within the school whose main language is not English. Two supply teachers are taking their place at the moment.

5. There is a wide range of levels of attainment amongst the pupils in the school. Each class includes some pupils with special educational needs as well as some very able pupils who are capable of high standards. The school's results in the annual national tests have improved since the previous inspection and learning assistants work with groups of pupils with special educational needs using a reading recovery programme. There are 95 pupils on the special needs register with 17 requiring a greater degree of support than the others. Five pupils have statements of special educational need.

6. The main aims of the school are to help each pupils realise his or her own potential and to help them acquire lively and enquiring minds and to foster Christian ideals of love and consideration for others. It also aims to develop and value good relationships between home and school and to reflect the multi-racial nature of society within the school. The school's priorities for development are mainly concerned with fulfilling government initiatives for primary schools such as developing the literacy hour and introducing the numeracy hour. In addition, the school's priority is to raise the standards in information technology and to improve the pupils' behaviour during lunch time

Key Indicators

Attainment at Key Stage 2[1]

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

Year	Boys	Girls	Total
98 (97)	22 (26)	35 (30)	57 (56)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	90 (18)	20 (16)	22 (22)
	Girls	29 (27)	23 (22)	28 (25)
	Total	48 (45)	43 (38)	50 (57)
Percentage at NC Level 4 or above	School	80 (84)	72 (69)	83 (82)
	National	65 (63)	59 (62)	69 (68)

Error! Bookmark not defined.Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	19 (12)	17 (14)	19 (17)
	Girls	29 (23)	27 (22)	28 (22)
	Total	48 (35)	44 (36)	47 (39)
Percentage at NC Level 4 or above	School	80 (75)	73 (67)	78 (84)
	National	65 (63)	65 (64)	72 (69)

Attendance

Error! Bookmark not defined. Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	3.1
	National comparative data	5.7
Unauthorised Absence	School	0.75
	National comparative data	0.5

Exclusions

Error! Bookmark not defined. 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	10
Satisfactory or better	98

[1] Percentages in parentheses refer to the year before the latest reporting year

Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

7. Although the results of the 1999 national tests for eleven-year-olds have been published for each individual primary school, the comparisons with national norms are not yet available. This makes it necessary for the school's results in the 1998 annual national tests for English, mathematics and science to be used for comparative purposes. The school's results for eleven-year-olds in 1998 showed that the percentages of pupils achieving nationally expected levels were well above the national average in English and above the national average in mathematics and science. For higher attaining pupils, the percentages of pupils achieving levels above national expectations were close to the national average in mathematics and science but below average in English. When the school's results for these three subjects are compared with schools serving pupils of similar backgrounds the attainment is well above average in all three subjects. The results show a definite and steady improvement in English and science over the last three years. A very dramatic improvement in mathematics was seen in 1997 which has been maintained in 1998. This is a good measure of how pupils' knowledge and understanding are developing.

8. Inspection evidence shows that pupils' levels of attainment in English are above national expectations at the end of Year 6. Pupils' speaking and listening skills are good at the end of the key stage. They talk confidently, adapting and developing their ideas thoughtfully. They listen to discussions with concentration, often questioning the opinions of other pupils. The pupils' reading standards are better than would be expected for pupils of a similar age. They read independently and show good understanding of the themes and characters in the text. Their standards in writing are also good. Pupils write competently using accurate spellings and with capital letters, full stops and question marks used properly. Their handwriting is neat but many pupils are still developing a fluent, joined style.

9. Standards in mathematics are above what is expected nationally at the end of the key stage. Pupils' knowledge and understanding of number is overall above average for their age. They add, subtract, multiply and divide numbers up to 1000 accurately. They convert simple fractions to percentages or decimals successfully. Their knowledge and understanding of shape, space and measures is satisfactory. They calculate perimeters and areas of different shapes, recognise symmetry in shapes and measure angles accurately. They handle data competently and communicate their findings using block graphs, line graphs and pie charts. They have a sound understanding of averages, modes and medians and have a satisfactory knowledge of probability. Pupils have a variety of opportunities to use and apply the mathematics they have learned and this aspect helps to underpin their good progress.

10. Levels of attainment in science meet national expectations at the end of the Key Stage. Pupils' have a sound scientific knowledge of life and living processes and know how to construct electrical circuits. Their knowledge and understanding of experimental and investigative science is less well developed. Although they could carry out an investigation under the teacher's direction pupils are less certain about how to design one independently. They cannot easily explain the concept of a 'fair test' and they have had little practice in formulating key questions. Overall, standards in science meet national expectations but the pupils' levels of attainment in experimental and investigative science are not satisfactory by the end of the key stage.

11. Pupils' levels of attainment in information technology do not meet national expectations. Their knowledge, skills and understanding of what they have covered are all sound. They use computers to draft and amend their writing, use graphics competently and use spreadsheets to manipulate numerical data. However, pupils have not covered enough of the required National Curriculum Programme of Study to enable them to reach a satisfactory standard. For example, pupils have had little experience of using information technology to control equipment or to monitor external events. Opportunities for them to use computers for controlling the movements of simple mechanisms and exploring simulations of events by changing the variables are also almost entirely absent.

12. When the present Year 3 pupils were first admitted to the school their levels of attainment were close to national expectations. When pupils leave the school at the end of Year 6 their levels of attainment are above what is expected nationally in English and mathematics. This represents good progress in these subjects. Standards in science meet national expectations but those in information technology are below what is expected for pupils aged eleven years. This represents good progress in English and mathematics, satisfactory progress in science and unsatisfactory progress in information technology. Overall the pupils make good progress in the above main subjects of the curriculum. The good progress in English is based on a wide range of opportunities for pupils to speak in front of the class and take part in discussions. This has enabled pupils to develop good skills at expressing their own views and ideas clearly. Pupils are encouraged to read regularly and to join the local library and both of these factors have a positive impact on their progress. They are encouraged to write freely in most lessons across the curriculum. This provides them with a variety of opportunities to write in different styles and for different purposes and has a beneficial effect on their progress in writing. Progress made by pupils in physical education is good. Their progress in history and geography is sound. Progress in information technology, music, art and design and technology is unsatisfactory, mainly because important elements of the curriculum in these subjects have been omitted.

13. The previous inspection report stated that 'a large number of pupils do not achieve reading standards appropriate for their age.' Since the last inspection the school has improved greatly the pupils' standards in reading. Pupils now read fluently, independently and with good understanding. The overall level of reading attainment is now above average. The same is true of writing standards where it was reported that in a number of classes the work was not sufficiently demanding or consistently checked. The school has now reversed the situation and writing standards are also above average. Pupils now write with accurate spellings using complex sentences which are properly constructed. Mathematics standards have also improved since the previous inspection from being 'just satisfactory' to their present state of being above average. Progress in improving standards in science is satisfactory since the overall sound standards have remained at a similar level during both inspections.

14. Progress made by pupils with special educational needs is good. This results directly from the good quality individual educational plans devised by teachers which are aimed very closely at the needs of each pupil. Problems with reading experienced by pupils with special educational needs are successfully addressed by using a 'reading rescue' scheme under the supervision of learning assistants. The good support provided for pupils with special educational needs also has a positive impact on their progress. Similarly, pupils for whom English is an additional language receive very good support from the teacher responsible. This enables the pupils to make rapid progress and to take full advantage of the class lessons provided in all subjects of the curriculum. Higher attaining pupils do not make the progress of which they are capable. They are not identified successfully in each class and are not provided with sufficiently challenging work which extends their knowledge, skills and understanding in English, mathematics, science and other subjects of the National Curriculum. Furthermore, their work is not

monitored sufficiently to ensure that the progress they make in developing knowledge, skills and understanding in the various National Curriculum subjects keeps pace with what they are capable of achieving.

15. The previous inspection of the school indicated that the Programmes of Study planned for pupils in design and technology, information technology and music were not meeting the requirements of the National Curriculum. Whilst this is not legally required any longer for design and technology and music the school has made little progress in addressing these issues and this is still resulting in unsatisfactory progress. Similarly, the school has not given sufficient attention to addressing the issue of unsatisfactory attainment and progress in information technology since the time of the previous inspection and standards and progress are still at an unsatisfactory level. Standards and progress in all aspects of English and in mathematics and science, however, have been improved since the previous inspection and the school should take the credit for much hard work in these curriculum areas

Attitudes, behaviour and personal development

16. The school maintains an environment that is orderly yet caring. Pupils, in the main, are eager to attend school and are interested in their work. They mostly work well, both individually and collaboratively, when given the opportunity to do so. Concentration is mainly sustained with the majority of pupils remaining on task in most lessons. Older pupils are asked to undertake some individual research on topic work but opportunities to do so are limited.

17. Behaviour is mostly good but a few pupils exhibit less than satisfactory behaviour, resulting in some cases from ineffective management of the class. Courtesy and respect for property and resources are evident. Bullying happens very rarely and when it does occur the school responds quickly and appropriately. Older pupils enjoy helping younger pupils in the school and in so doing develop their social skills very effectively. There have been no exclusions of pupils from the school in recent years. Good work, positive behaviour, effort, achievement and punctuality are rewarded through an effective whole-school reward system. The vast majority of pupils are very aware of the school rules and the schools' high expectations of standards of behaviour and respond very positively.

18. Pupils are polite, caring and very friendly towards each other, staff and other adults, and racial harmony is evident. Other people's feelings and beliefs are respected and pupils know the difference between right and wrong. Pupils mostly work well both individually and collaboratively when given the opportunity.

19. Pupils respond very well to opportunities the school provides for their social and personal development. A good range of extra-curricular activities enhances and extends this provision and creates further opportunities for personal development. Pupils successfully raise funds for a number of charities each year, such as Save the Children Fund and Red Nose Day. A variety of very sound opportunities are provided for pupils to accept progressive roles of responsibilities as they get older. These occasions are particularly evident for Year 6 pupils when they accept monitor and prefect roles. This gives pupils many opportunities to show initiative and develop leadership qualities. A very good opportunity for growth in independence and personal development is provided for Year 6 pupils during an annual residential visit.

Attendance

20. Attendance guidelines and procedures are in place and are clearly outlined for parents, but the school does not meet the statutory requirement for the provision of information for parents on the constitution of unauthorised absence and the legality of family holidays during the

school term. The new measures introduced by the school to promote good levels of attendance and punctuality have been very effective. Most pupils are punctual but a few pupils continue to be regularly late despite clear expectations of punctuality. There is a prompt and effective start to school sessions. A few families take more than the maximum number of days allowed for family holidays during the school term and this adversely affects the level of unauthorised absence. Recording of pupils' attendance is accurate and in accordance with the prescribed system. An efficient and effective administration and liaison system ensures rigorous overall monitoring of attendance.

QUALITY OF EDUCATION PROVIDED

Teaching

21. The quality of teaching is good overall. Nearly one out of every ten lessons was very good, just over half were good and almost two out of every five were satisfactory. Fewer than two per cent of the lessons seen were less than satisfactory. There are a number of factors that contribute towards the overall good quality of teaching. The teachers' management of pupils is good and this results in a hard-working ethos within classrooms. Teachers continually assess pupils' achievements during lessons and the quality and use of these day-to-day assessments enable work to be matched suitably to most pupils' needs in the majority of subjects with the exception of higher attaining pupils where planning of lessons often does not match their needs. Learning resources are used effectively, and sometimes very well. These assist pupils to understand new ideas and concepts more easily and to enable sound progress to be made.

22. Where the teaching in the school is very effective teachers have very good relationships with their pupils that enable good management of their behaviour. They use resources very effectively to support pupils' learning and to enable new skills to be acquired. For example, in one very good lesson the teacher introduced the work by playing a recording of African music. This was followed by encouragement of the pupils to use everyday objects provided such as paper, bottles etc to portray the sounds of Africa. Pupils added sounds made by their voices to represent different animal noises to add atmosphere to the compositions and the teacher used a guitar to blend the lesson together and to teach pupils the time values of different notes. Pupils enjoyed the lesson and made very good progress. Teachers who organise very effective lessons have high expectations of pupils and have very good relationships with them. Consequently pupils want to please their teacher and work hard, concentrate well and listen carefully. The teaching of English as a second language is also very good. The teacher has high expectations and pupils are challenged with well-chosen learning activities that enable them to make very good progress. A number of teachers have a personal enjoyment for teaching the subject matter and, when the teaching is of very good quality, have very good subject knowledge, particularly in English, mathematics and physical education.

23. In general teachers have a sound knowledge and understanding of most subjects of the National Curriculum. On the very small number of occasions when teaching is less effective the management of pupils is not wholly satisfactory. The use of time is also unsatisfactory. For example, during a science lesson the teacher did not effectively address the minor misbehaviour of pupils and the class discussion had to be curtailed. Valuable opportunities are lost for the pupils to gain understanding and to make progress in their learning. Although on other occasions lessons are not unsatisfactory overall poor organisation resulted in too much time being wasted on the distribution of physical education resources and time was lost which could have been spent profitably on improving the pupils' skills.

24. A number of teachers are insecure when teaching music, information technology and design and technology. This echoes the previous inspection report when it was stated that there

were weaknesses in music and information technology. As yet, the school has not addressed these shortcomings. Teachers' expectations of most pupils are satisfactory with the exception of art, music, information technology and design and technology. The previous report cited teachers' low expectation for pupils' standards in writing. This problem has now been redressed and the present pupils' writing is blossoming with good imaginative writing being accomplished in English lessons. The use of time and resources is now satisfactory.

25. Most lessons across the whole curriculum proceed at a steady pace. Resources are used particularly well to support pupils with special educational needs. Reading books are matched carefully to pupils' attainments and structured apparatus is used to assist pupils in recognising number patterns or to help them understand place value more easily. When homework is provided it is often not closely linked to the work in the classroom and does not have the impact on the pupils' progress as it should do. Parents report that the provision is sometimes erratic and starts off well at the beginning of the school year and tails off as the year proceeds. The special needs co-ordinator, the class-teachers and the learning support assistants are a strong team, offering good support to pupils with special educational needs, in a variety of settings. Carefully kept records and regularly reviewed individual education plans guide planning for the work of each week.

The curriculum and assessment

26. The curriculum provided is sound. It is broad and includes all the subjects of the National Curriculum and Religious Education. The time allocated to each of these on the timetable is appropriate. In addition, pupils have the opportunity to study topics within a personal, health, and social education scheme. The curriculum is balanced in allowing a reasonable time allocation to each subject. Class teachers also sensibly set aside time to cover speaking and listening skills that are not part of the literacy strategy. Pupils' work indicates that those aspects of shape and space not included in the numeracy strategy have also been covered. The other core subjects of science and information technology are also given appropriate allocations of time, although, in some classes, this is not used effectively. Although the time allocated to art, music and design technology is sufficient teachers do not always use this time for the teaching of these subjects.

27. The curriculum promotes pupils' intellectual, physical and personal development and prepares them for the next stage of education. It is relevant to the educational needs of pupils of this age and includes an appropriate element of sex education and drugs awareness in the personal, health, and social education scheme of work. The curriculum fully meets statutory requirements except for information technology, where coverage of the programme of study is inadequate.

28. Equality of access and opportunity for all pupils, including those with special educational needs or pupils with English as an additional language, is good. Care is taken to ensure that boys and girls, and pupils from different cultural and linguistic backgrounds have full access to the curriculum. Where there are opportunities to introduce topics into the curriculum that reflect the cultural background of the pupils, they are enthusiastically seized. The teacher who is funded through the EMAG (ethnic minority achievement grant) effectively supports special activities for those pupils who may not have sufficient command of English to benefit fully from the curriculum provided. However, in many subjects the curriculum that pupils encounter does not provide sufficient challenge for higher attaining pupils.

29. Pupils on the school's special needs register are well provided for, through in-class support and, on rare

occasions, through withdrawal from the classroom. Pupils at stage 2 and beyond have individual education plans that are tailored to their specific needs and include targets that are achievable within a reasonable time. Wherever possible they are supported in their own classrooms and experience educational activities on the same topics as their classmates.

30. Curriculum planning is sound. The successful adoption of the literacy and numeracy strategies ensures that learning in these areas builds progressively on pupils' knowledge and understanding. In other subjects, schemes of work also develop learning progressively. These schemes have been introduced over a period of time and this has successfully addressed one of the key issues from the previous report. However, overall planning is not sufficiently detailed and, in practice the planned activities in some subjects do not always recognise what pupils already know and can do. For example, where necessary, curriculum plans in some subjects do not contain details of the skills which should be acquired by pupils. For instance, the scheme of work for art makes no reference to skills. In addition, there is some relearning of curriculum areas that have already been covered while other areas are not adequately visited. In these subjects there is insufficient monitoring of curriculum plans by co-ordinators or senior staff. Some of these problems have been recognised and the school is currently implementing new programmes of study to remedy them.

31. The curriculum is greatly enriched by the provision of after-school sporting activities, educational outings and visits of guest speakers, artists, sportsmen and performers to the school.

32. Assessment procedures are good. On a day-to-day level class teachers know their pupils well. They group them appropriately and set work that is compatible with most of the pupils' needs. Higher attaining pupils are not sufficiently catered for and are often provided with work which is too easy for them. During class discussion, teachers know clearly which questions to direct at which pupils. The assessment policy gives clear guidance to teachers on its nature and purpose. There is also a marking policy, though this is not always closely followed in practice. Comments on pupils' work do not always indicate exactly what may be wrong with it or how it could be improved. Pupils' attainment is carefully recorded along with samples of work and these records are passed to the next teacher. Pupils' progress is measured against National Curriculum attainment targets in most subjects. Information Technology has different assessment procedures designed by the school and these work well as far as is possible with a subject where certain curriculum areas are not covered. Pupils read regularly and their 'reading age' is appropriately assessed twice a year to measure progress. Tests that are similar in format to the national Standard Assessment Tasks are administered to each year group once a year and this enables the school to keep track of pupils' progress effectively. Such tests, however, are not used sufficiently to identify weaker areas in the curriculum.

33. The information gained from all the assessment systems allows an individual pupil's progress to be tracked through the school in all subjects. However the use of assessment data to inform the planning of the curriculum is not so strong. Although there is some analysis of test data, it is not easy to gauge the progress of cohorts of pupils or, for example, assess how successfully a particular topic has been taught compared to others.

Pupils' spiritual, moral, social and cultural development

34. The school’s overall provision for the pupils’ spiritual, moral, social and cultural development is good. The school's provision for developing spirituality is satisfactory. Pupils take part in a daily act of worship which often contains a time of prayer frequently followed by the Lord’s Prayer, spoken spontaneously by all the pupils with solemnity and respect. However, there are seldom times for the pupils to reflect quietly on issues such as

people's lives, beliefs and the world around them. Opportunities to develop their spiritual awareness are often missed during collective acts of worship and during daily lessons. There are, however, a number of occasions when spiritual development has been planned. For example, Year 5 pupils designed a flag which contained a circle depicting 'heaven' and shapes representing 'the family' and 'people around them'. Other relevant experiences include English lessons where pupils wrote about their feelings in difficult, strange or funny situations, and about looking at things from different points of view. Interesting paintings and artefacts displayed around the school also give pupils the opportunity to develop self-knowledge and spiritual awareness, but this is an area which is not fully developed.

35. The school's provision for developing the pupils' moral awareness is good. The school provides pupils with clear guidance to judge between right and wrong. There is an appropriate and accepted code of conduct for all pupils and each child takes part in an effective home-school-child agreement which outlines the pupil's responsibilities and what the pupil can expect from the school. The behaviour policy is thorough and is consistently and effectively used. The head teacher and staff have consistently clear expectations for pupils' behaviour in class and around the school. Class rules are particularly effective and relevant as the pupils are involved in their formulation. Values such as fairness, truth and justice are fostered through stories such as the life of Martin Luther King and form the basis of much Christian and biblical teaching in the school. For example, bible stories and parables, fables and biographies help pupils to distinguish right from wrong and good from bad. Acceptable behaviour is reinforced in English lessons. For example, Year 4 pupils have written appropriately about what constitutes good and bad manners.

36. Provision for the pupils' social development is also good. Pupils are given many opportunities to show responsibility and initiative. For example, they help with a variety of activities in the neighbouring Infant School, such as lunchtime supervision and the school fair. Older pupils also supervise younger ones during 'wet' playtimes and are given monitoring roles around the school in relation to other pupils' movements at playtimes and lunchtimes. There are many day-to-day tasks, errands and messages that are also entrusted to pupils. A number of pupils have been given the responsibility to tutor younger or less able pupils on a one-to-one basis at the computer. The school has a thriving community spirit to which the pupils contribute well. There is an instantly recognisable uniform which pupils wear with pride. There are class and individual prizes and certificates awarded each week, of which pupils are clearly proud to achieve. In games and sports such as cricket and football, both boys and girls are encouraged to take part and are involved in competition, rules, discipline and fair play. All members of the teaching and support staff provide good role models for the pupils.

37. The school's provision for the pupils' cultural development is very good. Examples and manifestations of this can be seen on display in all parts of the school. Pupils learn about their own cultures through history and geography. For example, in a study of their own environment in comparison to that of a rural area in geography, and in studying the Victorians, links with Afro-Caribbean history and the Second World War in history. Other cultures such as ancient Greece and modern Kenya are studied in the same subjects. Art and photographs from a variety of cultures are displayed prominently around the school. In mathematics lessons, pupils are given the opportunity to construct bar graphs and pie charts concerned with transport, food and homes in Kenya. Work in Year 6 English includes written tasks about Captain Cook and Vincent Van Gogh. Extra-curricular activities including French language, dance and steel band music extend pupils' cultural awareness, particularly since these are led by visitors to the school. Other visitors to the school also enrich the pupils' cultural development and include local police and fire service representatives. Pupils also pay visits to London museums and to local centres of faiths other than Christianity. This helps them to

experience past cultures and to understand some aspects of the way of life of a variety of different cultures.

Support, guidance and pupils' welfare

38. The school provides a caring learning environment for all its pupils. Class teachers know their pupils well, both academically and pastorally. The monitoring and assessment of academic progress is good whilst personal development is monitored more informally but nevertheless successfully. The general welfare of pupils is the responsibility of class teachers who all have a very caring attitudes and are supported very capably by trained first-aiders, competent midday and efficient administrative staff. The provision of a male midday supervisor provides a positive role model for boys and contributes very effectively to group lunchtime games such as cricket. The school is aware of its pupils' needs and maintains regular and effective links with local support services

39. An effective whole-school approach to discipline and positive behaviour is in place and a good standard of behaviour is evident amongst most pupils. Likewise an effective whole-school reward and sanction system provides recognition for good work, effort and behaviour. This encourages pupils to behave well and is beneficial to the pupils' personal development. The introduction of a weekly class award for punctuality and rigorous and effective overall monitoring of attendance has resulted in a very positive pupil attitude towards attendance. This has been responsible for very much improved punctuality and attendance figures. Provision for lower attaining pupils and those with special educational needs is good. Parents are regularly involved both formally and informally. Higher attaining pupils are supported less well and do not make the progress of which they are capable. Child protection procedures are in place but arrangements at the present time do not comply with the guidance provided by the Department for Education. No member of staff has received training for child protection procedures, including the person who is the temporary representative. Arrangements for the promotion of pupils ' health and safety are unsatisfactory. Efficient systems are not in place for the regular monitoring and maintenance of the general health and safety requirements and standards of the school premises and grounds. Some areas of particular concern are the unprotected pond in an unsupervised area, damaged wire fencing providing a possible source of injury, broken door arresters and an insecure fixing for a fire extinguisher. Additionally, there is insecure fixing of a light switch with the consequent exposure of electrical wiring and the irregular checking of electrical appliances which does not meet statutory requirements. The fire alarm and fire fighting equipment are regularly maintained and safe storage areas are provided for hazardous substances and equipment. Pupils are sensibly made aware of safe practice and safe working procedures.

Partnership with parents and the community

40. The school has an effective partnership with its parents. Most parents feel that they are encouraged to play an active part in the life of the school and feel well informed about their children's progress, although parents are less clear about what is taught. The school brochure is very detailed and informative on most aspects of school life. The expected standard of behaviour is very clearly outlined for parents and is supported by a comprehensive and detailed home / school agreement. Information for parents on the curriculum is very limited in all subjects, other than religious education. Parents are not aware of what will be taught to their children during the term and many express the view that they would like to provide support at home. Regular and informative letters and newsletters written in a warm and accessible style provide detailed information on school visits, productions, assemblies and events.

41. Sound opportunities are provided for parental involvement in pupils' learning through the provision of information evenings on mathematics, information technology, sex education and the annual national tests. Arrangements for homework and research on topics to be studied are not always consistent throughout the year. Formal consultation evenings are provided four times each year and informal contact is encouraged. Pupil reports comply with statutory requirements and are detailed and informative providing information on both strengths and weaknesses and include some targets.

42. Parents are fully involved when pupils are identified as having special educational needs and have regular opportunities to discuss their child's progress, both formally and informally. A programme of open evenings, which include clear directions on procedure for parents, now provides sound support for parents on the application for secondary school provision.

43. Parents are very supportive of school productions, assemblies and events. A few parents help regularly in supportive roles, both within the classroom and on school visits. Parents also respond well to requests for assistance at a variety of fundraising events that are held each year to extend and enhance resource provision. Strong community relationships enable the use of a volunteer to maintain the school grounds. A voluntary yearly contribution made to the Governors' Fund by parents, enables the school to meet the cost of insuring the school buildings.

44. Notably strong community links enable a range of curriculum and extra curricular activities to take place both within the local and wider communities. Very close links with the local Anglican Church enables weekly services for pupils and Anglican clergy also assist in school with singing practice and music for school productions. The use of coaches from local football and cricket teams further enhances provision, and the school steel band performs at community events. Very good use is made of local museums and visits to places of worship such as the synagogue in order to enhance and extend curriculum provision.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

45. The head teacher provides supportive and sound leadership coupled with care and commitment. Parents see him as approachable and having the best interests of the pupils at heart. Under his leadership the school is gradually and steadily improving the levels of attainment and progress of the pupils.

46. Processes for further improving the work of the school are not yet in place. The head teacher undertakes to monitor a small number of lessons but the task is too great for one person. This

arrangement for monitoring teaching is not sufficient to identify strengths in teaching or areas for development in the work of teachers in their classrooms. The school analyses pupils' answers in the annual national tests in English, mathematics and science and administers other tests to evaluate progress. However, the weaknesses that are identified are not highlighted as areas for development. Targets are set for each pupil and this helps to improve progress overall. However, teachers do not identify the means whereby the targets might be attained and opportunities to focus on certain areas of the curriculum for improvement are not recognised.

47. The school development plan has been carefully constructed and sensibly covers a period of three years. It contains a number of initiatives each with associated details such as the action to be taken, the success criteria to be used and the methods to be used for monitoring these. However, the initiatives are identified informally by the staff rather than by systematically gathering information to identify weaker areas of the curriculum for development. Co-ordinators are not sufficiently involved in seeking details about the strengths and weaknesses in the subject for which they are responsible. They do not monitor samples of pupils' work, monitoring of the teachers' planning does not take place, they do not identify weaker areas by using an analysis of the pupils' answers in tests and opportunities to interview representative groups of pupils to evaluate their understanding of concepts are not taken. The success criteria detailed in the school development plan are often not sufficiently measurable for appropriate judgements to be made and are also not linked to measurable improvements in pupils' learning for them to be really useful.

48. As well as subject co-ordinators being insufficiently involved in the development of the subjects for which they are responsible, the role of the deputy head teacher needs further development. At present she is recognised as a good class teacher and provides help and advice whenever needed. However, she is not at present sufficiently involved in the management of the school.

49. The governing body is very committed to the school. The chairman of governors visits the school every day and a number of governors assist in the classrooms. Governors also appropriately attend training sessions and are involved in generating extra finances for the benefit of the school. The governors are not sufficiently involved in monitoring the possible health and safety hazards in the school and regularly checking to see if any concerns have been addressed. The governing body is not involved enough in the strategic management of the school, particularly in terms of discussing and deciding upon the priorities the school development plan.

50. Almost all of the aims of the school are met. It encourages happy relationships between the staff, pupils and parents. It successfully reflects the multi-racial nature of the school. It teaches pupils to apply themselves to tasks and it fosters Christian ideals so that the pupils will develop a deep consideration for others. The only aim not fully addressed is that of helping each pupil to realise his or her maximum potential; the school's higher attaining pupils are not extended sufficiently to make the progress of which they are capable.

51. Legal requirements are not fully met by the school. Details of what constitutes unauthorised absence are not published in the School Prospectus and the annual governors' report to parents does not include the school's progress in addressing the issues highlighted in the previous inspection report and it also contains no details of the school's sporting aims.

Staffing, accommodation and learning resources

52. The school has sufficient, appropriately qualified and experienced teaching staff to meet the demands of the curriculum. All teachers were originally trained for the junior school phase. Staff turnover is low and the majority of teachers have long service in the school. One

teacher has been seconded to a special post within the school funded by the Ethnic Minority Achievement Grant and very effectively supports pupils who have English as an additional language. There is a range of subject expertise among the staff but some teachers have not kept up to date with current curriculum development, for example strategies for teaching information technology, design and technology and music.

53. The match of support staff to the demands of the curriculum is sound. They contribute effectively to the delivery of the curriculum, particularly by supporting those pupils who have special educational needs. During literacy and numeracy lessons their participation in group work enables more pupils to receive adult attention. Other activities led by support staff such as lunchtime reading groups make a positive impact on the pupils' learning. Members of the administrative staff enable the day-to-day life of the school to function very effectively. The caretaker works hard to keep the school clean and also provides useful lunch-time sporting activities for pupils

54. Satisfactory systems are in place to support the professional development of staff. The cycle of appraising the teaching staff is being implemented effectively and the school has set itself the target of appraising two teachers each term. There is one newly qualified teacher who is mentored by a more experienced member of staff. The school has also arranged for this teacher to benefit from the Local Education Authority's induction programme. Other members of staff also attend local authority training courses. For example, those who have recently taken responsibility for the co-ordination of a subject have completed five-day subject co-ordinators' courses. Arrangements have also been made for outside advisers to work with staff within the school.

55. The quality of the accommodation is satisfactory and is appropriate to meet the demands of the National Curriculum. Recent security installations have reduced the incidence of vandalism. There have been recent improvements to the interior and outside spaces. The interior is bright and clean. Classrooms, corridors and shared areas are well decorated and the classrooms are spacious and airy. The hall is sufficiently large to accommodate whole-school assemblies, indoor games and physical education. However, the library can accommodate only a small group of pupils and this restricts its use. Playground space is limited although a system of 'staggered' morning breaks helps to relieve congestion during morning breaks. The lack of a field restricts the range of outdoor activities in physical education.

56. There is a satisfactory range of resources for learning. There is a computer in every classroom and four more which can be used for special groups. Some reading material, particularly in the library is old and out of date but the school has invested wisely in new books which are already in use in classrooms. There are also selections of non-fiction books to support topics in particular curriculum areas. Other resources are generally adequate and in good condition. The stock of specialist equipment and materials, is being augmented to meet the demands of new programmes of study which are about to be implemented. However, at the time of inspection some of this new equipment was unused.

The efficiency of the school

57. The school's arrangements for managing the budget are sound and its finances are carefully planned. The budget is linked to the development plan, in which the proposed developments are suitably costed. Details of projections of costs for resources in different curriculum areas are not forecasted, however, and allocations are made on the basis of ad-hoc decisions made during the year. This makes it difficult to plan overall annual expenditure and possible crises in relation to the availability of finances are liable to occur. The budget is effectively monitored within the school and by the governors' finance committee which receives termly reports from the head teacher. The school administrator handles the administration of the budget unobtrusively and very

efficiently. As a result of recommendations made by the local authority's audit service following the school's last financial audit in 1998, official orders are now raised for all goods and services and the deputy head is now the signatory as payment verifier. Other recommendations and observations have also been appropriately addressed and acted upon. There are currently unsatisfactory procedures in place to monitor the effectiveness of curriculum expenditure.

58. In addition to the school budget, the school receives other funding through the government's Grant for Educational Support and Training which is spent appropriately on curriculum development and staff training. This fund is administered and monitored in the same way as the budget share. Useful donations come from the Governors' Appeal Fund and from the Parents' and Friends' Association. The school also benefits from local charities such as the Greig Trust and Tottenham Grammar Foundation which give periodic grants for specific projects. In addition, the governors sensibly use the proximity of the local professional football club to raise extra money by letting grounds for car parking on match days. All of these result from effective actions taken by the school and help to raise the level of resourcing for the curriculum which, in turn, has a positive effect on teaching and learning.

59. Teachers and members of the support staff are deployed effectively. The budget for special educational needs is largely spent on support staff. In this respect, expenditure is high compared to national averages, but the register of special educational needs accounts for some 40 per cent of the school's pupils and the level of support staffing appropriately reflects this.

60. The support staff is used effectively to help provide good progress for pupils with special educational needs and, since most support occurs during lessons and in other curriculum activities, this helps to secure a statutory curriculum for these pupils. The accommodation is used sensibly. Classrooms are not over-crowded nor is space wasted. The school hall is used for physical education, assemblies, dance, drama, music, extra-curricular activities and lunches. The library, however, is not used sufficiently; it is not big enough to house a whole class comfortably and is under-used as a curriculum resource The use of the school pond is also under-developed. Resources in general are generally used satisfactorily. However, musical instruments are not used sufficiently for pupils to develop skills in composing simple music and pupils are not given the opportunity to use a sufficiently broad range of art materials or design and technology equipment to provide the basis for acquiring appropriate skills. Pupils are not provided with frequent enough opportunities to use equipment in information technology to build and consolidate their knowledge, skills and understanding.

61. Taking into account the overall good attainment and progress of pupils, and the good provision for pupils' attitudes, behaviour and personal development as well as the good quality of education provided the school provides good value for money. This represents an improvement in value since the previous inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

62. Statistics relating to national averages for pupils' achievements in the 1999 national annual tests were not available at the time of writing the report. However, the school's national test results for 1998 show that the percentage of eleven year old pupils achieving national expectations was well above the national average. The percentage of pupils reaching levels above those expected was below the national average. When the school's results are compared with similar schools it shows that they are well above average. A review of national test results over the past three years shows that English standards have risen steadily. There is no significant difference between results for girls and boys, nor between results for the different ethnic groups represented within the school. The support provided for pupils for whom English is not their mother tongue is very good and this has a significant and positive effect on the standards of achievement of these pupils.

63. Standards in speaking and listening are above average at the end of the key stage. In most lessons pupils listen attentively and demonstrate it by making sensible, reasoned contributions to discussion. They listen well in shared reading activities. For example, in one interesting lesson the teacher read from two texts to show comparisons and the pupils then made sensible and well-constructed spoken contributions. Discussion is a common feature of lessons and the good development of the pupils' speaking and listening skills reflects this.

64. By the end of the key stage, overall attainment in reading is above average. Most pupils read unaided and with fluency. They select texts from the school's extensive range of colour-coded reading-scheme books or from the library, and clearly find pleasure in reading. Pupils express preferences, identify a favourite author and talk enthusiastically about books they have read. They read both fiction and non fiction material, using contents and index appropriately to find information. Pupils also use dictionaries appropriately. They understand and recognise the main ideas of fiction books and can talk confidently about the main characters in stories.

65. Standards in writing by the end of the key stage are also above average. Pupils' writing is often produced in a lively style using imaginative vocabulary with concern, for example, to amuse an audience. Sometimes such work is extended very successfully from an outline and a first draft, as with a narrative of "The worst day of my life" by a year 6 pupil. Spelling is usually accurate and sentences, sometimes in complex form, are properly constructed. Standards in handwriting are satisfactory. Writing is invariably neat and well presented with letters evenly sized and spaced, but many pupils have yet to develop a fluent, joined style.

66. Pupils make good progress in all aspects of English. National test results over the past three years have improved with each successive year. This indicates good progress and has been due very largely to the hard work and good quality teaching of the Year 6 teachers during this period who have consolidated and extended the work carried out during Years 3, 4 and 5. The impact of the literacy hour has been good and has enhanced pupils' progress. These lessons are well organised and pupils look forward to participating in them. Progress has been good for pupils who have been supported by the teacher who focuses on English as an additional language. When the school's scores in the annual national tests for English are correlated with the high percentage of pupils for whom this applies it very clearly demonstrates the successful nature of the teaching in this area. Pupils with special educational needs make good progress which results from the support provided for them by learning assistants who work regularly with groups of

pupils using an effective 'reading recovery' programme. Higher attaining pupils are not extended sufficiently for them to make the progress of which they are capable because the work planned for them does not extend sufficiently the knowledge, skills and understanding they have already acquired.

67. Opportunities for speaking and listening are used effectively in the school and this is evident in the pupils' good progress. Pupils are able to develop ideas when challenged by teachers during discussions. A wide range of opportunities for pupils to speak in front of the class during lessons or to talk to the whole school during collective acts of worship enables pupils to develop confidence and to build strategies for expressing themselves lucidly. Pupils also progress well in reading resulting from encouragement to use the local library regularly and to read expressively. Parents are encouraged successfully to support their children at home with reading activities and this has had a significant impact on their progress. Pupils are encouraged to write clearly and to express their ideas imaginatively in subjects across the whole curriculum. This has a good impact on their progress and pupils develop good experience in creating colourful descriptions. For example, after listening to a piece of music, one pupil wrote that the music was 'singing its heart out to God.'

68. The attitudes and behaviour of the pupils are good. Pupils in most classes respond to the clear expectations of teachers and behave well. They organise themselves quickly and efficiently and waste little time in preparation. They are generally attentive and stay working at their tasks throughout the time allocated. When they are given responsibility to regulate themselves, for example, in discussion sessions, they usually do so with maturity. They work independently and, when working in pairs or groups, do so co-operatively. Pupils read their own written work in class or during collective acts of worship with obvious pride and confidence in their work. All of this makes an effective contribution to the pupils' personal development and to their overall attainment and progress. In a small minority of classes pupils do not respond positively to lessons, take some time before they pay attention to the teacher and sometimes behave inappropriately. This is due to a number of problems centred on the teacher's management of the pupils' behaviour.

69. The quality of teaching is good. Teachers' knowledge and understanding of the subject is good. They provide pupils with quick and clear solutions to problems, such as difficulties with punctuation which have been encountered. Teachers plan their lessons carefully and the structure of the lessons and identification of key resources to be made available helps pupils to make good progress. However, planning does not consistently take into account the needs of the pupils with highest attainment. Teachers' expectations of other pupils are high, both in terms of what pupils are expected to do and of their behaviour during lessons. This helps to maintain good discipline ensuring a positive response from the pupils, aiding progress. Good timing and use of resources are a feature of most lessons, as in a Year 6 lesson where the teacher combined reading, direct teaching, discussion and writing; moving the lesson on to maintain the pupils' concentration and enabling them to make better progress. In general, the library is not used sufficiently by teachers to improve the pupils' library and independent research skills. Teachers make good use of questioning to assess pupils' knowledge and understanding. Learning assistants work alongside pupils with special educational needs, giving good support to ensure their progress. The teacher who works with pupils to support their learning of English as an additional language makes a valuable contribution to the English curriculum for these pupils and enhances their progress. She ensures that each individual pupil's needs are met, has high expectations and provides a high degree of challenging activities that enable very good progress.

70. Teachers make and record a good range of regular assessments which build up a clear picture of pupils' progress. Examples of each pupil's written work are kept each term and the teacher's

comments added. An individual reading record highlighting strengths and weaknesses and giving a termly summary is suitably kept. In addition, an annual summary report on each pupils' speaking and listening skills is maintained. Tests are used to measure attainments at the end of each year. The tests also provide some useful diagnostic information about pupils' progress. Teachers use question and answer, observation in lessons and marking of pupils' work to make day-to-day assessments on which their planning is based. This process works well and keeps teachers aware of their pupils' progress.

71. The subject co-ordinator is well qualified, enthusiastic and has been successful in leading the school into the Literacy Hour process. She is not in a position to monitor teaching in the subject and there is currently no regular monitoring of teachers' planning or of pupils' work across classes and years to measure the successes and weaknesses of the curriculum. However, she does support colleagues on an informal basis as well as through organised in-service training.

72. The school is well resourced for English, but some of the textbooks and library books are reaching the end of their life and are in need of replacement. The use of the library is limited by its size and it is not as attractive and inviting as it might be. The range and number of books available is good. Computers are being used increasingly to discover information and to process text, but this area is still being developed. Currently, there is no specific allocation of funds for the English curriculum and spending decisions are made as necessity dictates.

Mathematics

73. In the 1998 National Curriculum tests the school's results in mathematics at the end of Key Stage 2 was above the national average. The proportion attaining levels higher than national expectations was also close to the national average. When compared with schools serving pupils of a similar kind the schools performance was well above average. The percentages of its pupils achieving national expectations over the past three years has improved overall. There was a sharp rise in these successes compared with national averages in 1997 which was maintained in 1998. The inspection findings broadly reflect the above test results and standards are judged to be good overall.

74. At the end of the key stage most pupils have a good knowledge of multiplication tables and number bonds. Pupils understand place value in large numbers and those involving decimals. They add, subtract, multiply and divide quantities and sums of money accurately. They express successfully simple fractions in the form of percentages or decimals. Their knowledge and understanding of shape, space and measures is satisfactory. Pupils calculate perimeters and areas of different shapes either by counting squares or by using appropriate formulae. They recognise symmetry in shapes and measure angles accurately. The pupils handle data competently and communicate their findings using block graphs, line graphs and pie charts. They have a sound understanding of averages, modes and medians and have a satisfactory knowledge of probability. Pupils have a variety of opportunities to use and apply the mathematics they have learned. For example, as part of their work across a whole range of different subjects in the curriculum pupils use their calculation skills, measure and draw a variety of graphs as part of the work planned for them.

75. Pupils make good progress overall. The recent introduction of regular mental mathematics activities throughout the school as part of the numeracy strategy has improved pupils' progress in recalling multiplication facts and number bonds quickly. The introduction of the numeracy strategy for all classes is already having a beneficial effect on the pupils' progress. Plenary sessions at the end of mathematics lessons help to consolidate pupils' knowledge and understanding of what has been learned during the lesson. This has a very positive impact on their progress. However, the progress of higher attaining pupils

is slowed when all pupils in the class are given the same work; the activities planned are often too easy for these pupils and they do not make the progress of which they are capable. Pupils with special educational needs make good progress. Their understanding is enhanced by the effective support provided by learning support assistants. Pupils for whom English is an additional language derive very positive benefits from the support provided by the teacher who concentrates on improving their confidence and competence in using English. This has enabled very good progress to be made in their knowledge, skills and understanding of mathematics.

76. Pupils respond positively to mathematics. They work quietly during lessons and are interested in the content. They are very keen to answer questions during whole-class discussions and behave well during lessons. Pupils work hard throughout the lesson and co-operate with each other when working in small groups. They take care to ensure that the work they produce in their books is neat and well set out. They respond very well to mental mathematics sessions and become highly motivated to succeed. This improves their progress. Pupils of different gender and from different ethnic backgrounds work harmoniously together and this is a tribute to the school's good provision for the social development of the pupils.

77. The quality of teaching in mathematics is good. The teachers' knowledge and understanding of mathematics is also good. Their high expectations of most of the pupils enables good progress to be made but higher attaining pupils are often not challenged sufficiently when identical work for all pupils in the class is planned. They assess pupils' understanding by questioning them individually and through the information arising from their marking of work. This enables immediate support to be given to pupils when necessary and this has a positive impact on pupils' progress. For example, in one Year 6 lesson the teacher concentrated on improving the pupils' knowledge and understanding of rounding numbers to the nearest 10 or 100. Pupils who showed a lack of understanding were quietly noted and were provided with extra and effective support during the lesson. Teachers' usually manage pupils' behaviour very well. A small number of incidents of difficult or uncooperative behaviour were observed in Years 4 and 6. This is managed very well in Year 6 where teachers quietly insist on good behaviour but it is less effective in Year 4.

78. Monitoring of teaching, planning and pupils' work throughout the school is insufficient and does not allow for strengths and weaknesses in the mathematics curriculum to be identified. Although answers in the annual national tests are analysed to recognise where pupils are experiencing difficulty, the information is not used to provide a whole-school focus to improve standards overall. Two separate targets for each pupil are set. One target is realistic and the other provides real challenge. This serves effectively to motivate pupils towards self-improvement and has a beneficial impact on their progress.

Science

79. Results of the 1998 national tests show that the proportion of pupils achieving national expectations was above the national average. The findings of the inspection now show that standards in science are in line with national expectations, mainly because pupils knowledge and understanding of experimental and investigative science is unsatisfactory whilst the rest of the elements in the science programme of study are either good or sound. Scrutiny of pupils' work, interviews with them and observation of their performance in class indicate that they have a sound knowledge of basic scientific facts and can explain what they have learned. They know about the conditions necessary for plant growth, can give examples of solids, liquids and gases, they have constructed simple electrical circuits and understand magnetic forces. Their knowledge of some areas is broader than others particularly life processes and living things. Examination of their past work shows that

topics in this area have received more attention.

80. However, skills of scientific investigation are less well developed. Pupils cannot easily explain the concept of a 'fair test' and they have had little practice in formulating key questions. Although they could carry out an investigation under the teacher's direction they are less certain about how to design one for themselves.

81. Pupils make sound progress across the key stage. They are introduced to some simple topics in Year 3, such as basic properties of materials. They begin to understand the importance of accurate observation, measurement and recording. By Year 6 they encounter more demanding ideas such as balanced forces. Pupils with special educational needs also make satisfactory progress. They benefit from the support of their peers when working in groups and work that is appropriate to their needs. The rate at which pupils progress is uneven, more work being covered in some classes and some pupils being introduced to challenging work sooner than others. Overall the higher attaining pupils do not make the progress of which they are capable. The work planned often does not extend their understanding and knowledge of science sufficiently.

82. Pupils' response to the subject is good. They demonstrate a natural curiosity and enjoy the practical aspects of the subject. In lessons they are generally attentive and are eager to answer questions during class discussion. Most of the lessons observed involved pupils working individually but they co-operate with each other well when necessary. Boys and girls from different ethnic and cultural backgrounds work harmoniously together.

83. The quality of teaching is sound. Teachers enjoy good relationships with their pupils and generally manage them well. This is reflected in the pupils' attitudes to the subject. Where the teacher's management of the pupils' behaviour is not good, the rate at which pupils make progress is significantly less. Lessons are well prepared and are introduced by clear and concise explanations from the teacher. They use questioning effectively and set tasks that are appropriate to the range of ability within the class. However the range of methods and strategies used is limited. There is an over-emphasis on class discussion followed by written work. Lessons where pupils carry out experiments or investigations for themselves and report on their findings are under-represented.

84. The science scheme of work provides for different topics to be covered each term in each year group. Whilst this has provided a reasonable basis for planning, there are some differences in interpretation of the scheme. When some topics are 'revisited' or studied again at a higher level there is some unnecessary repetition of previous work. For example work on teeth and the water cycle, studied in Year 6, had already been covered in previous years. The school is aware of some of these shortcomings and a new scheme of work is currently being adopted to provide a sounder basis for planning the science curriculum.

85. Assessment procedures are good. Teachers know their pupils well and, day-to-day, ensure that work for most pupils is appropriate for their level of attainment. Higher attaining pupils, however, are not provided with work that challenges and extends their knowledge, skills and understanding. Over the longer term accurate records are kept of pupils progress in relation to National Curriculum targets.

Information Technology

86. Pupils' standards of achievement in information technology are below national expectations. The work that is done in this subject is done well, but there is insufficient coverage of the programme of study to enable pupils to reach a satisfactory standard. Pupils confidently use computer programs to handle writing and graphics and have been introduced to the use of spreadsheets to manipulate numerical data. However their understanding of the use of information technology equipment and programs to organise and sort information is

extremely limited. Opportunities for them to use computers for controlling the movements of simple mechanisms and exploring simulations of events by changing the variables are also almost entirely absent.

87. The progress that pupils make through the school is unsatisfactory. In Year 3 pupils are given a basic revision course to ensure that all pupils understand how to use information technology equipment and, for example, the layout of a computer keyboard and the function of special keys. This provides a sound basis for more challenging work later on. However it appears to be a relatively recent innovation. In Year 6 pupils can use familiar software with confidence but discussion with them reveals that they have experience of a very limited number of applications.

88. Pupils' response to the subject is good. They are fascinated by information technology equipment and interested in finding out how to use it. They behave well, co-operate sensibly with each other and are able to carry out assigned tasks with the minimum of supervision. The system of using more skilled pupils to advise and support their peers not only clarifies their own thinking but also gives them a sense of responsibility.

89. Teaching of the subject is unsatisfactory because of the lack of attention that has been devoted to it. Planning has not provided for a wide enough range of experiences and reveals too low an expectation of what pupils of this age are capable of achieving. It also shows that not enough attention has been given to providing pupils with opportunities to consolidate the skills they have learned during information technology lessons in other subjects. This results from an insecure knowledge and understanding of the subject on the part of some teachers. Nevertheless, teachers do make an effort to ensure that computers are switched on and all pupils have an opportunity to tackle specific tasks. In those areas where teachers are confident or have been given clear guidance, effective, and often good, teaching takes place. Pupils are well managed and their progress is clearly recorded.

90. The school has several measures in hand to raise standards in this subject. Resources have been significantly improved. There is now at least one computer in every classroom. Two classes have two computers, two more are available in a specialist training room and two more have just been purchased. There is a good range of software and further additions are planned. The co-ordinator has attended a five-day course. The introductory course checks pupils' basic skills in Year 3. A 'tutor' system has been introduced in Years 5 and 6 whereby more skilled pupils receive additional coaching from the co-ordinator in order that they can advise their classmates when necessary. The support of the local education authority has been enlisted through its 'Information technology intervention' programme' and visits to school by a local authority adviser are planned. However, the key issue from the previous inspection concerned with ensuring that statutory requirements for information technology have been met has not been addressed satisfactorily.

OTHER SUBJECTS OR COURSES

Art

91. Pupils' standards of achievements in what they accomplish in art lessons are in line with expectations for their age but they do not experience a sufficiently wide range of techniques or materials to enable them to make sufficient progress in this subject. They use coloured pencils, pastels, felt pens and hard and soft pencils to produce satisfactory still life drawings and posters. There are a small number of examples of good quality artwork but, overall, the quality is satisfactory. For example, Year 6 pupils used hard and soft pencils to produce good examples of observational drawings of boots and shoes. Pupils have had insufficient experience of studying the works of famous artists and of experimenting with the techniques used.

92. Opportunities to use a variety of materials, tools and techniques are limited and this has made progress unsatisfactory overall, particularly as pupils have not acquired a sufficient range of skills to be able to make choices about how they should tackle a task. Evidence of paintings completed by individual pupils during the previous year was far less than would be expected for a period of twelve months. The planning for art is based upon the thematic work being done in each year group. Art activities are linked to the theme and thus, the first consideration is the subject rather than the needs of the pupils. As a result much work is being done that is little more than illustration for other and pupils' skills are not developed systematically.

93. Pupils work very quietly and with deep absorption during art lessons. This demonstrates their enjoyment and interest in the subject. They behave well during the lessons and work hard.

94. The small amount of teaching seen was well prepared and well presented. Teachers were confident in what they were doing and the methods and organisation used enabled the pupils to work independently and efficiently. Progress made by the Year 5 pupils was limited, mainly due to insufficient on-going assessments of their needs by the class teacher. Progress made by the Year 6 pupils was better and resulted from careful assessments by the class teacher during the lesson. The on-going work was examined and advice on how to improve was provided to all pupils throughout the lesson and resulted in work of a much higher quality. In addition, the teacher used selected pupils' work as examples of good practice so that the class could observe successful ways of approaching the task of observational drawing. Some teachers have insufficient subject knowledge and professional development in the subject has been limited.

95. Resources for art are unsatisfactory. Materials and equipment are largely basic and if standards are to rise it will be necessary to equip the school with a wider and more stimulating range. There are a good selection of small posters and reference books that need to be used more widely as a stimulus for pupils' work.

Design and Technology

96. No lessons were seen during the week of inspection, but a scrutiny of pupils' work and the products they have made in the past indicates that progress is unsatisfactory. Although pupils have some opportunities to design and make models, there is no planned development of knowledge, understanding and skills across the key stage.

97. Year 6 pupils can recall products they have designed and made in the past and describe the projects in detail. Their attitude to the subject is good. They found the projects interesting and wished they had had more opportunities to explore the subject further.

98. Due to the very restricted provision for this subject, teaching must be considered unsatisfactory. Samples of pupils' work show that designing and making projects are only carried out once or twice a year. Products were generally made from paper or card and joined with sticky tape or glue. The use of a wide range of materials is not evident and pupils have not been taught to join or combine materials in a variety of ways. The design and evaluation aspects of the subject have also been neglected. Pupils are not effectively taught to select materials and produce ideas with regard to their purposes and users. There were some examples of pupils appraising their own products but these were fairly superficial and did not rigorously identify strengths and weaknesses or suggest how to implement identified improvements.

99. There are adequate resources in the school for a much more ambitious approach to the subject. Most classrooms have simple construction kits. Some of these are used but not in structured way, where pupils must meet a specific design brief. There is a range of materials in

stock including plastics, wood and textiles. There are sets of tools and some electrical and mechanical components such as motors, gears and pulleys. However much of this equipment would appear to have been unused since it was purchased. The subject is currently without a co-ordinator and there is a lack of clear guidance on what could and should be achieved within this age range. No systems are in place yet to support teachers in delivering the subject more effectively.

History and Geography

100. Standards of eleven year olds in history and geography are in line with those expected for the end of Key Stage 2. This represents a maintenance of standards since the last inspection. As no teaching took place during the inspection the judgements in geography are based on an examination of pupils' work and discussions with pupils and staff. In history, however, teaching was observed and taken into account.

101. Pupils of all abilities make satisfactory progress in both subjects. This includes pupils with special educational needs, who receive good support from learning assistants in some lessons. In geography, pupils in Years 3 and 4 study successfully the area around the school and features of the local community. They make comparisons between Tottenham and a rural village as well as studying rivers and mountains in Britain. They develop an awareness of environments different from their own and begin to understand some aspects of plans and mapping. In Years 5 and 6, pupils compare features of Britain and, for example, Kenya; looking at aspects such as transport and food. They study the continents, developed and developing countries, settlements and population. Pupils understand that such things as climate, food and housing are different in distinct locations and that, as countries develop, peoples' lives and environments are affected.

102. In history, Year 3 and 4 pupils study the school and surrounding area, look at tools and materials. Historical periods studied include the time of the Roman Empire, the Tudor period and ancient Greece. They understand that Tottenham has not always been as it is and that the people they have studied existed at different times in history. Pupils in Years 5 and 6 develop a sound understanding of the Victorian era, including Afro-Caribbean links with British history. They study Britain in the 1930s and 40s and build a satisfactory knowledge of the events leading up to the Second World War. They understand that the quality of life in Victorian times was largely dependent on wealth and poverty, and describe confidently some of the features of wartime Britain such as rationing and evacuation.

103. Pupils' attitudes in history lessons are mostly good. However, in lessons in Years 4 and 5, pupils' attitudes are sometimes less than satisfactory. They generally behave well and take care with their work. They are attentive and join enthusiastically in question and answer sessions. Concentration is satisfactory and they work well and co-operatively together. However, occasionally behaviour is less good and concentration spans are short during times when direct teaching and discussions take place.

104. The teaching of history is satisfactory. Since it was not possible to observe any geography teaching it was not possible to make any judgements on the quality of teaching. Teachers' knowledge and understanding of the subject is sound and the planning of lessons is good. Clear learning intentions for lessons and work planned to suit all levels of ability are common features of teachers' planning. This was very evident in a Year 3 lesson where pupils were using sources of information about the Tudor period to make simple observations at a variety of levels according to their ability. Where teachers' expectations are high, the response of pupils is good. Teachers adopt satisfactory methods and strategies to help pupils to achieve the lesson's objectives. Management and control of pupils is usually good, but occasionally teachers have difficulty in getting pupils to react sufficiently quickly, and their attention wanders. Teachers' use

of time and resources is satisfactory and they often use assessment well; particularly when, as in a Year 5 lesson comparing rich and poor in Victorian times, a particular focus for the assessment is planned.

105. The curriculum for both history and geography is based on commercial schemes of work which follow National Curriculum guidelines. It has good breadth and balance and the school promotes good equality of access for all pupils. There are appropriate policies for both subjects and the newly adopted schemes of work effectively support teachers' planning in both content and in the skills and understanding to be taught. History and geography is taught so that each term the pupils receive half a term of teaching in each subject. Pupils' attainments are satisfactorily assessed and recorded each year using tasks set by the teacher. Day-to-day assessment of pupils' achievements is generally satisfactory, using observation of pupils' work, question and answer sessions and discussions. These assessments are not routinely recorded, however, and their use in planning lessons is not systematic.

106. Currently there is no co-ordinator for history, but one teacher acts as a 'caretaker' for the subject. She and the co-ordinator for geography have each been instrumental in introducing the new schemes but monitoring and development of the subjects is limited. Resources for the two subjects are generally satisfactory, but few artefacts are available to enliven geography teaching.

Music

107. Pupils' attainments in the music lessons observed during the period of the inspection are in line with expectations for their age. However, progress through the school is unsatisfactory due to a lack of opportunities for all pupils to use percussion instruments to make and compose music. Few class music lessons are provided during the year and, other than during collective acts of worship, there are seldom opportunities to listen to and appraise a variety of different types of music. Nevertheless, pupils have committed a number of songs to memory and sing these with sensitivity.

108. Pupils enjoy music lessons and are well behaved. They work hard and co-operate with each other successfully in groups. They listen very carefully and are eager to answer questions. During singing sessions some pupils are not interested sufficiently in singing the melodies involved resulting in an unenthusiastic sound overall and lack-lustre performances.

109. The quality of teaching in the small number of lessons observed during the inspection is sound overall with one example of very good teaching in a Year 4 class. The very good lesson was managed very competently by the teacher. High expectations were evident and pupils practiced rhythms until they were correct. There was a highly effective use of a range of resources including taped music and percussion instruments. The teacher provided individual and appropriate tuition for pupils where assessments of their achievements indicated that difficulties were being experienced. This resulted in the whole class making very good progress. Such experiences are not common for the pupils and generally teachers do not have sufficient subject knowledge to cover teaching of the necessary skills and understanding. A significant number of teachers are apprehensive about teaching music and the commercial scheme of work adopted by the school is not followed sufficiently to enable pupils to make the necessary progress. For these reasons the teaching has to be regarded as unsatisfactory.

110. The range and quantity of musical instruments, including instruments from different cultures, is satisfactory but these are not used enough to provide the experiences pupils need. A significant proportion of pupils learn to play the piano or violin at school and make sound progress. Most pupils, however, do not have these opportunities to make

progress in their knowledge, skills and understanding. The school's steel band is well known in the local area and is a prominent feature of the school. The music made by the pupils in the band is of outstanding quality and provides a significant focus for pride in the school by the whole community.

110. **Physical education**

111. Standards in games skills and swimming are good at the end of the key stage. Pupils have good skills at controlling a ball. They dribble with their feet, keeping the ball close and using both the inside and the outside of their feet to keep control. They know the names of the major muscles in the leg and also are aware of the need for warm-up sessions before they begin physical education lessons. They catch small balls at different heights and different speeds competently. They adopt a correct batting stance when striking a ball and accomplish this with good hand-eye co-ordination. The arrangement of the school's timetable made it impossible to observe lessons covering all of the areas of activity in the curriculum. It was not possible to observe lessons involving gymnastics, dance, athletics and swimming. However, according to records kept by the school nine out of every ten pupils are able to swim at least twenty-five metres unaided.

112. Pupils make good progress. This is assisted greatly by the use of specialist teaching in football, cricket and swimming. Professional teachers or sportsmen visit the school regularly to provide very good quality tuition for the pupils. Swimming coaches are used very effectively to enable pupils to make very good progress in improving their swimming techniques. The specialist teaching involves the provision of good quality demonstrations, individual assistance for pupils at all stages of sporting development and good motivation. Higher attaining pupils are very well challenged and make good progress through activities which meet their needs. For example, pupils whose footballing skills are more advanced are challenged to attempt to kick with both feet and to use both when dribbling. Lower attaining pupils also make good progress which results from quick and accurate assessments followed by relevant advice and demonstrations.

113. Pupils are very keen to improve their skills. They listen very carefully to instructions and work hard throughout the lessons. Pupils in most classes behave very well during physical education lessons with the exception of one Year 4 class who do not always listen to instructions sufficiently carefully and behave in a distracting manner whilst the teacher is talking to the class. They enjoy participating in competitive games and become highly animated and enthusiastic whilst taking part.

114. The quality of teaching varies but is good overall. Specialist teaching by professional footballers and cricketers has a very good impact on pupils' progress. These adults give very clear demonstrations of how to perform specific skills and allow plenty of opportunities for pupils to practise these. They use a plentiful supply of resources for learning so that pupils waste little time waiting for their turn to use footballs or bats. They have outstanding subject knowledge and an infectious enthusiasm which motivates the pupils to work hard and learn. Teachers plan lessons carefully and use praise very effectively to encourage pupils to provide their best efforts. The management of pupils' behaviour is usually very good and this has a very good impact on the pupils' progress. When the teaching is not as effective it is due mainly to less successful discipline, poor organisation of the lesson resulting in too much time being wasted and a lack of assessment of pupils' achievements during the lesson.

115. The school participates in competitive sport involving other schools in the area. It takes part in six-a-side football tournaments, cricket matches, athletics and swimming galas. It is often very successful on these occasions and has appeared recently three times in the finals of cricket competitions; twice at Lords Cricket Ground and once at The Oval.. All teams

have boys and girls representing the school and this illustrates the school's commitment to equal opportunities for both genders.

PART C: INSPECTION DATA

116. SUMMARY OF INSPECTION EVIDENCE

- The team consisted of four inspectors who spent a total of 15 days in the school. The inspection team:
- spent 52 hours and 10 minutes observing lessons, hearing pupils read and other inspection activities;
- attended a sample of registration sessions in the classrooms;
- attended collective acts of worship in the school hall;
- had lunch with the pupils on a number of occasions;
- observed pupils' arrival and departure from school and break times;
- observed all teachers and support staff several times in lessons;
- held interviews with the head teacher, teaching and administrative staff;
- held a discussion with most governors;
- reviewed all the work of a representative sample of three pupils from each class;
- observed individual teaching sessions involving pupils with special educational needs;
- observed individual teaching sessions involving pupils for whom English is an additional language;
- held formal discussions with pupils, support staff and helpers.

1. DATA AND INDICATORS

Pupil data

Error! Bookmark not defined.	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
Y3 – Y6	239	5	95	95

Teachers and classes

Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent)	11
Number of pupils per qualified teacher	21.7

Education support staff (Y3 – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	81

Average class size:	30

Financial data

Financial year:	1998-1999

	£
Total Income	46137.00
Total Expenditure	410188.00
Expenditure per pupil	1716.27
Balance brought forward from previous year	-13000.00
Balance carried forward to next year	16949.78

PARENTAL SURVEY

Error! Bookmark not defined. Number of questionnaires sent out:	239
Number of questionnaires returned:	53

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	40.4	57.7	1.9		
I would find it easy to approach the school with questions or problems to do with my child(ren)	62.3	34.0	1.9	1.9	
The school handles complaints from parents well	41.2	41.2	17.6		
The school gives me a clear understanding of what is taught	30.2	52.8	11.3	5.7	
The school keeps me well informed about my child(ren)'s progress	41.5	50.9	3.8	3.8	
The school enables my child(ren) to achieve a good standard of work	39.2	51.0	7.8	2.0	
The school encourages children to get involved in more than just their daily lessons	37.7	49.1	11.3	1.9	
I am satisfied with the work that my child(ren) is/are expected to do at home	30.2	49.1	11.3	7.5	1.9
The school's values and attitudes have a positive effect on my child(ren)	54.7	41.5	3.8		
The school achieves high standards of good behaviour	50.0	46.2	3.8		
My child(ren) like(s) school	69.8	30.2			