

INSPECTION REPORT

Colindale Junior and Infant School

Colindale

LEA area: Barnet

Unique Reference Number: 101269

Headteacher: Mr I Renowden

Reporting inspector: Rev Malcolm Childs
20142

Dates of inspection: 1 – 5 November 1999

Under OFSTED contract number: 706569

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant with Nursery
Type of control:	Community
Age range of pupils:	3 – 11years
Gender of pupils:	Mixed
School address:	30 Poolsford Road Colindale London NW9 6HP
Telephone number:	0181 205 8706
Fax number:	0181 200 9859
Appropriate authority:	The governing body
Name of chair of governors:	Mr Bruce Cade
Date of previous inspection:	29 April – 3 May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Malcolm Childs, RgI	Special educational needs English as an additional language Design and technology Geography	Attainment and progress Physically disabled unit
Sue Burgess, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Leadership and management
Robert Allen	English Art Music	
Chris Furniss	Mathematics Physical Education	Curriculum and assessment The efficiency of the school
Sally Handford	Science Information technology	Teaching Staffing, accommodation and resources
Shelagh Halley	Equality of opportunity Under-fives Religious education History	Spiritual, moral, social and cultural development

The inspection contractor was:

Cambridge Education Associates Ltd.,
51 St Andrew's Road
Cambridge
CB4 1EQ

01223 578500

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

What the school does well

- The leadership and management of the school are very good.
- The quality of teaching is good, and this is having a positive effect on attainment by the end of Key Stage 2.
- The curriculum is good for the under-fives, and very good in Key Stages 1 and 2.
- Very good use is made of assessment across the school to ensure that most pupils are sufficiently challenged.
- The provision for pupils with special educational needs is very good.
- The unit for physically disabled pupils is a strength of the school.
- The provision for the spiritual, social and cultural development of pupils is very good and it is good for moral development.
- The quality of information provided for parents is very good.
- Pupils learning is enhanced by the very good enrichment of the curriculum provided by links with the community.
- Pupils with English as an additional language receive good support and have full access to the curriculum.

Where the school has weaknesses

- I. Target-setting in order to raise levels of attainment further needs further development.
- II. Writing skills (including handwriting) need further development, especially in Key Stage 1.
- III. Levels of attainment and rates of progress are unsatisfactory in information technology.
- IV. The school does not undertake an annual risk assessment.

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

How the school has improved since the last inspection

The previous inspection report had access to relatively little national data. As a result, the judgements on improvement since the last inspection, especially in relation to attainment and progress, are based primarily on national data published since 1996, the school's own records, and information made available by the Local Education Authority.

Nevertheless, the key issues identified in that report have been addressed effectively. The quality of teaching, the collaborative approach to learning and the emphasis on practical activity and problem-solving, which were judged to be strengths of the school, have all been improved significantly.

Good schemes of work have been developed in all subjects to support teachers in their planning, and the quality of assessment is now very good for the under-fives and good in Key Stages 1 and 2.

The National Curriculum tests and tasks at the end of Key Stage 1 show that there was improvement in reading, writing and mathematics between 1996 and 1997, followed by a decline in 1998. There was a further decline in attainment in reading and writing in 1999, although inspection evidence suggests that the introduction of the National Literacy Strategy is beginning to address this situation in reading. There was a significant improvement in attainment in mathematics in 1999.

However, these figures do not give an accurate picture of the improvement being made in curricular provision. Because the school has a high and increasing proportion of pupils for whom English is an additional language, the primary focus in Key Stage 1 is on developing speaking and listening skills, rather than writing skills. This

focus is reflected in the poor National Curriculum test and assessment results which are heavily dependent on writing.

The effectiveness of this strategy is shown in the improvement that has been made over time in the National Curriculum tests in English, mathematics and science at the end of Key Stage 2. English has improved slowly and consistently since 1996, with a significant improvement in 1999. Mathematics and science improved between 1996 and 1997 and declined in 1998. However, attainment in mathematics again improved in 1999, and in science the results were very good, with 96 per cent of pupils attaining Level 4 (the expected level) or above.

There has been less improvement in information technology, where levels of attainment and progress are unsatisfactory, although the new computer suite that is currently under construction should result in higher standards.

The provision for pupils with special educational needs has been improved. Physically disabled pupils now have access to most of the building, self-opening doors have been installed and a specially designed toilet is in place. Disabled pupils also have access to a small 'stretch room' for physiotherapy.

When all the available evidence is taken into account the school is judged to have made very good progress since the last inspection and to have the capacity to make further very good improvement.

Standards in subjects

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

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

The table shows that attainment in the National Curriculum tests in 1999 at the end of Key Stage 2 in English was average, was above-average in mathematics and well above average in science when compared with the average for all schools. When attainment is compared with the average for similar schools it was well above average in English and mathematics and better than this in science.¹

Attainment in reading, writing, mathematics and science is below average at the end of Key Stage 1, primarily because of language difficulties that are still being addressed prior to pupils entering Key Stage 2.

Attainment in information technology is below average, and it is average in religious education at the ends of both key stages.

Attainment is average in art and history in both key stages. It is average in geography, music and physical education at Key Stage 1, and above average at Key Stage 2. Attainment in design and technology is average in making in both key stages and below average in other aspects of the subject.

¹ The comparison is with schools with more than 20 per cent and up to 35 per cent of children eligible for free school meals.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English		Good	Good
Mathematics		Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Satisfactory	Good
Other subjects		Good	Good
Desirable learning outcomes	Good		

The strength of teaching highlighted in the previous report has been maintained and improved. The quality is good overall and is now much better than it was. Teaching is satisfactory or better in 98 per cent of lessons, is good or better in 71 per cent of lessons, and very good or excellent in 26 per cent of lessons. Teaching of children who are under five in the nursery and reception classes is never less than satisfactory, and is good in 25 per cent of lessons seen. The teaching of pupils who have English as an additional language is good. The teaching of pupils who have special educational needs is good and for pupils with physical disabilities it is very good with teachers having a very good understanding of their needs. Across the school, only two examples of unsatisfactory teaching were seen. These were in mathematics and geography at Key Stage 1.

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 overall, although some incidents of poor behaviour were observed.
Attendance	Attendance is good and above the national average.
Ethos*	The ethos of the school is very good. The school has achieved an appropriate balance between meeting the social and emotional needs of the pupils and a commitment to raising levels of attainment.
Leadership and management	Very good. The headteacher has worked effectively with the governing body and staff to improve the school environment and curriculum organisation in order to improve progress and raise attainment further.
Curriculum	Good for the under fives and very good in Key Stages 1 and 2. The school has maintained a good balance between the whole curriculum and the need to respond to national initiatives.
Pupils with special educational needs	Very good. The special educational needs co-ordinator provides effective leadership and the whole staff meet the needs of these pupils very well.
Spiritual, moral, social & cultural development	The provision for pupils' spiritual, social and cultural development is very good, and that for their moral development is good.
Staffing, resources and accommodation	Good overall. The provision of support staff and the arrangements for the professional development of staff are very good. The way in which the grounds have been developed is exceptional.
Value for money	Very good.

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

The parents' views of the school

What most parents like about the school

- V. The way in which they are involved in the life of the school.
- VI. The ease with which the school can be approached.
- VII. The quality of information provided by the school.
- VIII. The range of activities provided outside the school day.
- IX. The values and attitudes encouraged by the school.
- X. The fact that their children like school.

What some parents are not happy about

- XI. The levels of attainment achieved.
- XII. Homework provision.

Inspectors support the positive views expressed by parents. When attainment on entry is compared with levels of attainment at the end of Key Stage 2, pupils make good progress across the school. Levels of homework meet national guidelines.

KEY ISSUES FOR ACTION

The governing body, headteacher and staff should:

- XIII. raise levels of attainment further by setting targets for individual pupils throughout the school according to the evidence provided by assessment procedures;
(Paragraphs 5, 7, 8, 9, 14, 15, 16, 66, 74, 75, 78, 89, 93, 94, 95, 96, 98, 99, 103, 105, 109, 112, 113, 114 and 133)
- XIV. introduce strategies to improve writing (including handwriting) skills across the school, especially in Key Stage 1:
 - XV. by providing more opportunities for reflective, structured and extended writing;
 - XVI. by increasing the focus upon literacy in all subjects (as well as English and the Literacy Hour),
and by enhancing the teaching of handwriting;
(Paragraphs 8, 11, 14, 28, 34, 75, 77, 90, 95, 96, 98, 102 and 131)
- XVII. improve attainment and progress in information technology:
 - XVIII. by improving pupils' access to hardware and software, by completing the installation of the information technology suite, and by developing a purposeful schedule for its use;
 - XIX. by ensuring the effective implementation of the new scheme of work and by improving the reliability of computers in classrooms (primarily in Key Stage 1);
 - XX. by providing regular and frequent opportunities for pupils throughout the school to develop relevant skills for research, data- and word-processing in other curriculum areas;
(Paragraphs 16, 30, 36, 57, 70, 98, 119, 120, 121, 124, 125 and 126)
- XXI. improve procedures to secure the health and safety of all members of the school:
 - XXII. by undertaking regular and at least annual risk assessments, and ensuring that the results of these assessments are acted upon and recorded;
 - XXIII. by increasing the governing body's knowledge of and involvement in these procedures.
(Paragraph 54)

Minor issues:

In addition to the key issues above, the governing body needs to consider the following minor weaknesses:

XXIV.the quality of marking is variable and often does not identify targets for future improvement;

(Paragraphs 41, 50 and 98)

XXV.the behaviour of a minority of pupils is poor;

(Paragraphs 22, 50, 76, 109 and 132)

XXVI.the parental right of withdrawal from religious education and collective worship is not mentioned in the school prospectus;

(Paragraph 56)

XXVII. on occasions, opportunities are missed to develop pupils' independent learning skills.

(Paragraphs 77 and 97)

· INTRODUCTION

· Characteristics of the school

1. Colindale Junior and Infant School is a multicultural, multi-ethnic school bordering the London Boroughs of Barnet and Brent. Children attending the school come from socially and ethnically diverse backgrounds. The surrounding housing does not entirely reflect the intake of the school. Many children live in overcrowded accommodation, in flats, social service housing and on a nearby local authority housing estate. In the last census, undertaken in July 1999, over 66 per cent spoke English as an additional language, with 32 different languages spoken. Nearly 40 per cent of this group spoke either Gujarati or Urdu. Over 60 children, nearly 14 per cent, were considered to be refugees, and these included Key Stage 2 children who were new to schooling. The school is much larger than average, with 383 pupils on role, of whom 217 are boys and 166 are girls. In addition, 43 children attend the attached nursery on a part-time basis. Prior to starting nursery parents receive a detailed statement about the criteria for admission and a similar statement regarding admission into full-time education. In relation to admission into full-time education the school policy states that 'This usually occurs in the year in which they attain their fifth birthday, but we also have to decide whether they are emotionally mature enough to cope with the full day and have acquired certain learning skills in the nursery stage of education.'
2. The proportion of pupils who have some degree of special educational need has increased significantly from just over 25 per cent at the time of the last inspection to 42 per cent. Fifty pupils are on the lowest stage of special need while 110 (29 per cent) are on Stages 2 and above. Forty-two pupils (11 per cent) are on the higher Stages 3 and above. Twelve pupils have a Statement of Special Educational Need. The school is providing effective support for pupils with emotional and behavioural difficulties, physical disability and with speech and communication difficulties. In addition there is one pupil with a Statement of Special Educational Need in the nursery.
3. The school makes high quality provision for pupils with cerebral palsy and a range of other physical disabilities, together with associated emotional, social and learning difficulties, within a special unit for the physically disabled. The school has a policy of total integration for the eight pupils currently attending the unit, and the effective way in which this policy is implemented is an example of good practice.
4. The proportion of pupils who are eligible for free school meals has remained constant since the last inspection at around 22 per cent. Three pupils were given fixed-period exclusions and one was permanently excluded in the twelve months preceding the inspection. The school describes the rate of

exclusion over the last three years as static.

5. Attainment on entry into the nursery and reception classes is well below average. After good progress in the early years attainment appears to decline in Key Stage 1. However, the focus on speaking and listening in Years 1 and 2 lays good foundations for the progress achieved between the beginning and end of Key Stage 2.
6. The school has set the following targets for future improvement:
 - a) to work with the Local Education Authority to refine target-setting procedures, so that the effective work being done in Key Stage 1 is more accurately reflected in the end of key stage National Curriculum tests and assessments;
 - b) to maintain the improving trend in attainment at the end of Key Stage 2.

a) **Key indicators**

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
For latest reporting year:	1999	33	28	61

a) National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils	Boys	18	19	25
At NC Level 2 or above	Girls	10	20	20
	Total	37	39	45
Percentage at NC Level 2 or above	School	61	64	74
	National	82	83	87

a) Teacher Assessments		Reading	Mathematics	Science
Number of pupils	Boys	23	25	25
At NC Level 2 or above	Girls	19	22	19
	Total	42	47	44
Percentage at NC Level 2 or above	School	69	77	72
	National	82	86	87

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2	Year	Boys	Girls	Total
for latest reporting year:	1999	33	24	57

a) National Curriculum Test Results		English	Mathematics	Science
Number of pupils	Boys	21	24	32
At NC Level 4 or above	Girls	20	19	23
	Total	41	43	55
Percentage at NC Level 4 or above	School	72	75	96
	National	70	69	78

a) Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	23	23	26
At NC Level 4 or above	Girls	21	20	20
	Total	44	43	46
Percentage at NC Level 4 or above	School	77	75	81
	National	68	69	75

a) **Attendance**

Percentage of half days (sessions) missed			Per cent
Through absence for the latest complete	Authorised	School	4.9
Reporting year:	Absence	National comparative data	5.7
	Unauthorised	School	0.8
	Absence	National comparative data	0.5

a)

a) **Exclusions**

Number of exclusions of pupils (of statutory school age) during The previous year:		Number
	Fixed period	3
	Permanent	1

a) **Quality of teaching**

Percentage of teaching observed which is:		per cent
	Very good or better	71
	Satisfactory or better	98
	Less than satisfactory	2

a)

PART A: ASPECTS OF THE SCHOOL

a) EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

a) Attainment and progress

1. Attainment on entry into the nursery at the age of three is well below that appropriate for children of this age. Very few speak English, and language skills in particular are underdeveloped in their own community languages. Good teaching in the nursery and reception classes leads to good progress in five of the six areas of learning.² By the age of five, most achieve the desirable learning outcomes in terms of knowledge in all areas, with the important exception of language and literacy. This means that in other areas, such as knowledge and understanding of the world, the pupils' ability to explain what they have learnt is below average.
2. The lack of skill in the use of language, especially writing, means that pupils' attainment in most subjects at the start of Key Stage 1 is below average. Before writing skills can be developed pupils' speaking and listening skills require further development and the school rightly places great emphasis on these in Key Stage 1. This means that the time available for the development of reading and writing skills is limited. The benefits of this strategy are not immediately apparent, as pupils' attainment in English, mathematics and science has remained well below the national average between 1996 and 1998, with the performance of boys being marginally worse than girls in English and mathematics. Attainment in all three subjects declined in 1998 after an improvement between 1996 and 1997. The results for 1999 show similar results to those of 1998 in English and science, with the proportion of pupils achieving at the higher Level 3 (the expected level is Level 2) in reading improving significantly as a result of the effective implementation of the Literacy Hour. Although remaining below the national average, there was a significant improvement in attainment in mathematics in 1999. The apparent plateau in attainment across Key Stage 1 is reported as a common feature of schools within the Local Education Authority and is currently the subject of research. The low levels of attainment, in the written National Curriculum tests and assessments, are not considered to be an issue by the inspection team. This is because the increasing confidence in speaking, listening and reading, and the good teaching, establishes an effective base in all three subjects by the end of the key stage for the significant increase in attainment that takes place in Key Stage 2. Progress in speaking and listening and reading are good, but it is unsatisfactory in writing. This lack of writing skills means that progress across the curriculum is slow in the first part of Key Stage 1. It accelerates, however, with the result that there is good progress by the end of Key Stage 1 and then throughout Key Stage 2.
3. Pupils enter Key Stage 2 with levels of attainment in English, mathematics and science that are well below the national average, both in comparison with all schools and in comparison with similar schools. However, the latter comparison does not take into account the very high proportion of pupils with English as an additional language. In addition, the written National Curriculum tests do not reflect the considerable progress made in the attainment of the pupils in speaking and listening skills. Building on the effective foundation laid in Key Stage 1, pupils make satisfactory progress in these subjects in Year 3, good progress in Year 4 and very good progress in Years 5 and 6. There has been an improving trend in all three subjects between 1996 and 1999, although there was a decline in attainment in 1998 from above, to in line with the national average in mathematics and science. Attainment in English has remained broadly in line with, the national average between 1996 and 1999, when it was slightly above. Attainment in mathematics in 1999 was also above the national average and that for science was well above. When attainment is compared with the average for similar schools it was well above average in English and mathematics and better than this in science.³ The overall good teaching across the school is a significant factor in the levels of attainment and rates of progress being made by the end of Key Stage 2.

² Personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative and aesthetic development and physical development

³ The comparison is with schools with more than 20 per cent and up to 35 per cent free school meals.

4. The National Literacy Strategy has made an important contribution to improving levels of attainment in reading in both key stages.
5. In English, the majority of pupils are still finding language challenging when they enter Key Stage 1, but the quality of teaching gives them an enthusiasm for speaking and listening, and reading that is apparent in the majority of lessons. Their ability to express themselves develops well across the key stage and provides a secure foundation for further language development in Key Stage 2. However, the time given to the development of these skills in lessons across the curriculum means that progress in writing appears to reach a plateau that conceals the underlying good progress being made in English and in subject knowledge across the curriculum. As pupils move through Key Stage 2 the emphasis given to the development of speaking and listening and reading is shown to be justified as pupils show increasing thoughtfulness in preparing their spoken responses and their writing skills make significant progress, especially in Years 5 and 6. Progress in English is good across Key Stage 1 and very good across Key Stage 2.
6. In mathematics, the introduction of the National Numeracy Strategy is having a positive impact on levels of attainment, especially at Key Stage 2. Pupils make satisfactory progress in all aspects of the subject across Key Stage 1 and they make good progress across Key Stage 2. Mental mathematics sessions are used well in both key stages, both to consolidate and extend pupils numeracy skills and their skills in speaking and listening.
7. In science, pupils make good progress across Key Stage 1, developing good skills in scientific observation and classification. However, the good understanding gained by the majority of pupils is not reflected in the quality of recording, because of the focus given to the development of skills in speaking and listening. Good progress continues across Key Stage 2, building successfully upon the secure foundation provided by good teaching in Key Stage 1. By the end of the key stage they have acquired good understanding of all aspects of the science curriculum. They make particularly good progress in recording experiments and the analysis and evaluation of the results of their experiments.
8. A detailed analysis of the results of the base-line assessment used on entry confirms the language needs that pupils bring to school. A further influence, which has the potential to limit attainment and progress, is the high turnover of pupils, many of whom join the school – often from a non-English speaking environment – at some intermediate point in their primary education. The evidence made available during the inspection confirms that the nursery and reception classes are effective in giving pupils a good foundation for future progress in Key Stage 1. While formal testing procedures seem to indicate lack of progress in Key Stage 1, this is not the case, and the strategies adopted by the school mean that essential language skills are developed well. Without this necessary foundation the very good progress achieved in Key Stage 2 would not be possible. Nevertheless, the school is now reviewing the success achieved through the implementation of the National Literacy Strategy, in order to integrate it more effectively across the curriculum, and to allow more space for the development of writing skills. Overall, the school is successful in achieving good progress between entry at age three and the end of Key Stage 2.
9. The previous inspection found that attainment in Key Stage 1 ranged from below average to well above average, with the majority achieving average or above levels of attainment. The position at Key Stage 2 was similar. There has been an increase of 6 per cent in pupils with English as an additional language and a 17 per cent increase in pupils with special educational needs since then. Taking into account all the evidence available, including the school's own assessment records, the local authority base-line assessment and the National Curriculum tests and assessments it is clear that there is an improving trend in attainment and rates of progress over time.
10. While there have been improvements in curricular provision in information technology since the last inspection, especially in planning and assessment and the way in which the subject is taught, pupils make insufficient progress and attainment is below average at the ends of both key stages. This is primarily because the computers to which pupils currently have access are, in many cases, old and

unreliable. The new computer suite that is being installed as part of the National Grid for Learning initiative is designed to address the weaknesses that are currently adversely affecting standards.

11. Attainment in religious education is in line with the recommendations of the locally agreed syllabus and pupils make satisfactory progress across both key stages. A great deal of work has been done by the present co-ordinator and the school as a whole to improve provision and raise attainment.
12. Attainment corresponds with that of pupils of similar ages in art and history in both key stages. It is at the same level in geography, music and physical education at Key Stage 1 and above that at Key Stage 2. Attainment in design and technology is average in making in both key stages, and below average in other aspects of the subject. Pupils make good progress in music and physical education. Progress is satisfactory in art, geography and history and it is unsatisfactory in the design and evaluation aspects of design and technology.
13. The provision for special educational needs is very good and this has a positive impact on identified pupils. They make similar progress towards the targets set for them, as do other pupils. The effective integration of pupils with physical disability is also a positive feature, with these pupils attaining at a good level given their particular difficulties and making generally good progress.
14. The high proportion of pupils with English as an additional language receive good support from teaching and support staff from the multi-lingual and English language support service, funded by the Ethnic Minority Achievement Grant. The results of their work can be seen in the very good progress made by these pupils between entry into the nursery and the end of Key Stage 2.

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

15. Pupils' attitudes to their work are very positive. The previous report found that pupils listened well in lessons and were keen to join in discussions, and this is still the case. They are interested in their work, enjoy reading and sustain their concentration during lessons. In Year 6 particularly, there is an enthusiastic commitment to learning. Pupils support one another when working in groups and in pairs. For instance, they practised throwing and catching skills sensibly in physical education, shared resources co-operatively in design technology and participated with obvious enjoyment in a theatre workshop on ancient Egypt. Most pupils work well independently when required, and persevere well to complete tasks. Those with special educational needs respond positively to their teachers, therapists and support assistants. Pupils are polite and confident with adults and happy to talk about their work.
16. The very few pupils with identified behavioural difficulties are not allowed to disrupt the work of others unduly. Behaviour in class, in assemblies and around the school is good. Lunchtime is a pleasant social occasion and pupils generally play amicably together in the playground which, through the school council, pupils helped to design. There was one permanent exclusion and three fixed-term exclusions last year, all for aggressive behaviour. The two pupils involved have now left the school. There were no exclusions at the time of the last report.
17. As at the time of the previous report, pupils of varied faiths, abilities and ethnic origins mix very well together. They respect one another's values and beliefs and racial harmony is a marked feature of the school. Pupils with physical disabilities are fully accepted by their peers, who offer willing practical help as a matter of course.
18. Pupils' personal development is very good. They willingly take on responsibilities, such as returning registers to the office and acting as class monitors. Year 6 help in other classrooms during wet playtimes, use the photocopier and have specific dining hall duties. There is very good support for the various extra-curricular activities and teams enjoy sporting success against other schools. Pupils' personal and social development is enhanced by their involvement in residential school journeys and by the good range of educational destinations visited over the school year. The well-established school

council provides regular and frequent opportunities for pupils in all year groups to be involved in decisions that affect the school's activities and environment. Class representatives take their responsibilities seriously and some have organised suggestion boxes to collect ideas for discussion. Fund-raising for charities such as Operation Christmas Child, UNICEF and *Blue Peter* appeals, further encourages pupils' personal development.

24. **Attendance**

19. Since the previous report, attendance has risen slightly to 95.1 per cent. This is 0.8 per cent above the national average. Unauthorised absence has also risen marginally to 0.8 per cent, which is 0.3 per cent above the national average. As at the time of the previous report, some pupils are late for school, despite regular reminders to parents of the importance of punctuality to avoid disruption to the start of the school day. Registration sessions are efficient and comply with statutory regulations.

25. **QUALITY OF EDUCATION PROVIDED**

25. **Teaching**

20. The strength of teaching highlighted in the previous report has been maintained and improved. The quality is good overall and is now consistently better than in the previous inspection. Teaching is satisfactory or better in 98 per cent of lessons, is good or better in 71 per cent of lessons, and very good or excellent in 26 per cent of lessons. Teaching of children who are under five in the nursery and reception classes is never less than satisfactory, and is good in 25 per cent of lessons seen. However, when other evidence is taken into account, teaching of the under-fives is good overall. The teaching of pupils who have English as an additional language is good. The teaching of pupils who have special educational needs is good, and for pupils with physical disabilities it is very good, with teachers having a sensitive understanding of their needs. Across the school, only two examples of unsatisfactory teaching were seen. These were in mathematics and geography at Key Stage 1.
21. All staff in the nursery and reception classes are experienced, caring and hard-working. Teachers have good knowledge of how young children learn, and plan their work well. Relationships are good and help children to settle quickly. In the reception classes, the implementation of literacy hour strategies is ensuring that children have a good basis for their future work in the National Curriculum. Teachers and support staff intervene effectively to maximise the occasions for pupils to develop vocabulary and appropriate speech. There are fewer opportunities for children to increase their independence in learning. Children with special educational needs and those for whom English is an additional language are given good levels of support by all staff, and the input from special educational needs assistants enhances the provision for children with physical disabilities.
22. In English, mathematics and science, teachers have good subject knowledge and plan their lessons to ensure good continuity and progress. The quality of teaching for English and science is never less than satisfactory, with the majority of lessons being mainly good or very good. The literacy hour is implemented effectively, with clear objectives set, and appropriate matching of tasks to prior attainment for group activities. Teachers use appropriately challenging questions in science, which stimulate pupils to consider their investigations and evaluate the findings. However, at Key Stage 1, there are weaknesses in the opportunities pupils are given for a range of written work. At both key stages, there is insufficient focus on the development of handwriting skills.
23. There is a wider variation in the teaching of mathematics, with one lesson being judged as excellent, and one lesson being judged unsatisfactory. However, the majority of lessons are good or very good. The numeracy hour is implemented effectively and pupils benefit from the initial mental mathematics sessions. In the excellent lesson, the teacher demonstrated very good subject knowledge, and provided pupils with a very good mixture of revision, challenge and consolidation, so that pupils of all levels of attainment made very good progress.

24. The effective use of direct teaching for information technology ensures that lessons are well-focused and that pupils make progress in lessons. Further development of skills is limited by insufficient time for pupils to practise what they have learned, and to use their skills in other subjects. Religious education is taught satisfactorily at Key Stage 1, with teaching at Key Stage 2 being mainly good or very good. All teachers demonstrate a good understanding of the major religions and show sensitivity in their approach.
25. Subject knowledge is good, and teachers are well supported by good schemes of work and guidance from subject co-ordinators. Good planning and effective questioning characterise almost all teaching, and teachers make sure that pupils are given plenty of time to discuss topics before working independently. There was evidence of effective teaching in art, design and technology, history, and physical education, linked to teachers' good subject knowledge. Teachers draw on a good range of resources and strategies to make the subject accessible to the wide range of abilities in their classes, which include pupils at Key Stage 1 who are in the early stages of acquiring English. A music specialist provides pupils with good opportunities to develop their performance and composition skills.
26. Teaching for pupils with special educational needs is good. Teachers are aware of pupils' needs, and monitor their progress against the identified targets of their Individual Education Plans. Work is usually suitably matched to their needs, especially during the literacy hour and numeracy hour, and most teachers ensure that pupils with special educational needs are involved and challenged during mental mathematics sessions. On occasions, the work set for higher-attaining pupils is not sufficiently challenging. Additional teaching support is effectively used during these periods, apart from the whole-class introductory sessions in literacy and numeracy lessons when special needs assistants are often passive spectators. Special educational needs assistants for the support of the physically disabled children provide very good help. Where pupils for whom English is an additional language need support for their acquisition of English and access to the curriculum, this is provided effectively by teachers and support staff from the Local Education Authority's multi-lingual and English language support service.
27. Where teaching is most effective, lessons are carefully planned with clear intentions as to what is to be learned. Previous learning is checked and new learning is carefully explained. Teachers use discussion both to reinforce ideas and to establish the depth of understanding of individual pupils. Pupils are able to make progress because they are clear about what is expected of them and what they should be learning. Teachers move lessons on with a pace, which matches pupils' needs, using a range of strategies to maintain their attention. Activities provided take account of different levels of attainment, and expectations are generally high. At the ends of lessons, learning is evaluated, and good questioning checks that the pupils have made progress. In the majority of lessons, the management of pupils is good. Although on occasion, some teachers allow the noise level in classes to rise, especially during group activities, they usually have high expectations of pupils' behaviour. School rules are consistently applied and effective routines are established. Pupils feel secure and develop good social skills.
28. The National Literacy Strategy has helped to give a structure to teachers' planning. This has raised the quality of teaching and learning within the school, although teachers at Key Stage 1 are not developing pupils' writing skills in all areas of the curriculum, and this limits progress, particularly for the more able. The National Numeracy Strategy provides a good structure to lessons, purpose to tasks and direction to teaching, and teachers have a good understanding of the requirements of the subject. Good, lively whole-class mental mathematics sessions start each lesson, and these are effective in helping pupils develop their recall of number facts.
29. There are very good procedures for assessment through evaluation of pupils' work and teachers interact effectively with pupils to provide them with positive encouragement. Assessment procedures have been developed to record progress in the schemes of work effectively. Teachers usually mark pupils' work regularly, and occasionally provide pupils with guidance for improving their work, although this is less rigorous at Key Stage 1, where there is usually a focus on the oral review of pupils' work. Teachers throughout the school encourage pupils to take reading books home, and parents record books read. In Key Stage 2, pupils are encouraged to undertake this recording themselves. Some homework is set for older pupils based on targets for the development of literacy and numeracy, and some teachers encourage pupils to extend their learning through home-based activities and research.

35. **The curriculum and assessment**

30. The school provides its pupils at Key Stages 1 and 2 with a very good curriculum that is broad, balanced and relevant. Emphasis is placed on the skills of literacy and numeracy, but the breadth and balance of the whole National Curriculum and religious education have been preserved. The National Literacy and Numeracy Strategies have been put into operation effectively. The amount of time allocated to each subject is appropriate. Although good planning is in place, information technology is not being delivered as effectively as it should be because of a lack of equipment. The provision for personal and social education, including sex, health and drugs awareness, is very good. There is very good equality of access for all pupils and the needs of pupils with special educational needs are very well met.
31. The headteacher has a good general view of the whole curriculum and works well with the deputy headteacher, who sits on the governors' curriculum sub-committee. They have an oversight of planning and teaching and evaluate both effectively. A key issue of the last inspection noted a need to "develop schemes of work and subject guidance in science, art, design and technology and information technology, to help teachers in their planning." Policies and thorough schemes of work are now in place for all subjects and good quality long and medium term planning ensures that pupils' knowledge and skills are developed effectively over time. There are effective co-ordinators in post for each subject of the curriculum. There is limited non-contact time available for monitoring teaching, but where possible it is done as with the introduction of the National Strategies. The numeracy governor has also been involved in monitoring numeracy lessons. The headteacher and deputy headteacher monitor teaching very well and they are well-informed about what takes place.
32. The governors' curriculum sub-committee meets regularly and has an effective watching brief over the curriculum. All meetings are minuted. The committee is active in reviewing policies and schemes of work and has a positive and valuable contribution to make to this process. The school makes good provision for the personal and social development of pupils, including health, drugs and sex education.
33. The curriculum is very well supported and enhanced by a very wide variety of extra-curricular activities. These include a range of musical activities, dance, drama, art and craft, homework and various sports and games - and involve all teaching staff and approximately 75 per cent of the pupils in Key Stage 1 and Key Stage 2. The school takes part in a few inter-schools sports competitions; for example, in soccer and netball. There is an on-site indoor swimming pool and the comprehensive provision for swimming and related skills, provided by the school is good. Further enhancement comes through a range of trips to such places as the Victoria & Albert Museum, the National Portrait Gallery, Hampton Court, the British Museum and the Science Museum. Visitors to the school include theatre groups and groups leading architecture and other workshops. These make the delivery of the curriculum more stimulating and more relevant.
34. Very good provision is made for pupils with special educational needs. They are given access to the full curriculum and provided with appropriate targets, well matched to their skills and abilities. Records are properly maintained for all these pupils, and the National Code of Practice is fully and effectively observed and implemented. Good Individual Education Plans are in place and are regularly reviewed.
35. In the core subjects of English, mathematics and science, assessment procedures are very thorough. In these subjects there are regular internal tests, and good use is also made of a variety of tests offered by external providers. Procedures are less formal in other National Curriculum subjects and religious education, but pupils' progress in all subjects is monitored effectively. Teachers know their pupils and their developing attainment well, and use that knowledge to provide work which is matched to ability. Marking is variable. It is recognised that much marking takes place in class as part of conversations between teachers and pupils. Nevertheless, in the work scrutinised, there was sometimes little more than ticks and bland praise rather than real suggestions for improvement.
36. At the time of the last inspection a key issue was the need to be "more rigorous in assessing and recording progress in writing, science, the foundation subjects and for pupils under five." This has been well addressed through the action plan and a range of assessment and recording procedures as outlined

in the school assessment policy. Statutory assessment tests and optional tests are analysed and results used to set targets for pupils. These analyses can be further refined to track individual pupils more closely and ensure that their progress is consistent. It would also be valuable for the pupils to be involved in some of their own target-setting.

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

37. Provision for spiritual, moral, social and cultural development is very good and permeates the entire life of the school. The high standard of this aspect of the school's provision has been maintained well since the last inspection. The headteacher regards it as the responsibility of the whole staff, teaching and non-teaching, and any other adult helping in the school. Responsibility for the act of worship has been delegated to the religious education co-ordinator.
38. Spiritual development is very successfully promoted through religious education and other subjects of the curriculum. Pupils are encouraged to explore their thoughts and feelings through circle-time, assembly themes, creative writing including poetry, reflective writing in religious education and geography, and empathic writing in history. Lessons in all subjects offer very good opportunities for discussion. Moments of awe and wonder occur in art lessons, when pupils encounter the work of William Morris for the first time, and when they join in drama workshops on literacy and historical topics, such as the Ricochet 'living history' presentation on the ancient Egyptians, and the Buttonhole Theatre workshop on Shakespeare. Independence in learning is encouraged from the early years onward, although in some classes opportunities for pupils to take responsibility for their own learning are restricted. The daily act of worship contributes to spiritual development in that it encourages reflection and takes account of the festivals of other religions, such as Diwali, Eid and Sukkoth, although sometimes there is insufficient religious content.
39. Provision for moral development is good. Each class negotiates its own rules at the beginning of the school year. Pupils have a good understanding and approval of the system of rewards and sanctions, for example, 'star of the week' or the withdrawal of play privileges. Although there is no formal programme for personal and social education, moral and social issues are discussed in assemblies, circle-time and appropriately in lessons.
40. Provision for social development is very good. The quality of the majority of relationships within the school is consistently high. A remarkable feature is the success with which pupils with special educational needs, physical disabilities and English as an additional language are integrated into the life of the school. Older pupils share reading and picture books with the youngest children and help to supervise them during lunch and play times. Pupils contribute to the life of the school as a community through their involvement in the school council, which has been instrumental in improving the playground and play facilities. The local community has been involved in school projects, such as the CD-ROM of Colindale, when residents contributed their memories and opinions, and local businesses helped with resources. Residential visits support the extension of social development, as well as supporting learning in many areas of the curriculum. Pupils' social awareness is enhanced through their fund-raising activities for charities at home and abroad.
41. Provision for cultural development is very good. Pupils have many opportunities to appreciate British and European culture. The diversity of faiths and cultures represented among pupils is celebrated very well. Pupils are taught to study and appreciate the works of famous artists, authors and musicians, for example, Monet, Munch, Van Gogh, Shakespeare and Saint-Saens. There are, however, fewer opportunities for the study of non-white, non-European achievers or of the contribution of other cultures to the development of mathematics, science and design and technology.

47. Support, guidance and pupils' welfare

42. There is a welcoming, friendly atmosphere in the school, with good relationships between pupils and staff and, very noticeably, among pupils themselves. The whole staff work well as a team, know the

pupils well as individuals and provide good role models. This has a positive impact on pupils' progress, general confidence and personal development. When practical help, such as first aid, is needed, it is given calmly and quickly. If pupils are unwell they may lie down in the welfare room. Break times and lunchtimes are well organised. The playground in its recently improved form is one of the best inspectors have seen: the different areas are imaginative and attractive with wheelchair access carefully considered. Pupils clearly enjoy the wide range of games and activities available.

43. The last report found that pupils with physical disabilities were supported sensitively but encouraged to be independent, and this is still the case. The very successful integration of these pupils is a strength of the school. The very effective liaison between special needs assistants, the Special Educational Needs co-ordinator (SENCO), other teaching staff and visiting therapists, ensures that these pupils enjoy the opportunity to fulfil their potential in a busy mainstream environment.
44. There are good procedures for monitoring pupils' educational progress and personal development. Staff know their pupils well and there is much informal assessment of their work. Marking, however, is inconsistent across the school. Procedures for promoting discipline and good behaviour are effective, although the method of recording incidents and the resulting action are more informal than that indicated in school policies. The SENCO arranges a close monitoring programme when behavioural difficulties arise.
45. Pupils are rewarded for good work, behaviour, progress and attitude. The "Stars of the Week" from each class wear their prominent badges with pride.
46. The school has a breakfast club that is regularly attended by approximately 30 pupils. There are satisfactory child protection arrangements and the two co-ordinators have received recent training. A working party currently meets regularly to develop a revised sex-education policy, with the aim of providing appropriate guidance to all age ranges. A drugs awareness policy is also planned. Class teachers use circle-times effectively to address personal and social issues as they arise.
47. A designated member of staff monitors attendance and punctuality very efficiently, and any necessary action is taken promptly. Parents are regularly reminded that extended holidays taken in term time will affect their children's attainment and progress.
48. The school provides a safe environment for pupils. However, as there has been no recent formal health and safety audit, the school is aware that there is now an urgent need for one. The responsibility to carry out regular risk assessment has not been addressed. There are at present no arrangements for members of the governing body to become more closely involved in health and safety arrangements.
49. The last report's key issue (the need to improve access for pupils with physical disabilities) has been fully addressed, with the exception of wheelchair access to the 'new hall'. However, this is incorporated in the planning for the next phase of building work.
55. **Partnership with parents and the community**
50. The school is committed to establishing a closer partnership with parents and a new home-school liaison co-ordinator has recently been appointed. The welfare department is well known to parents as a focal point for information and advice. Both the quantity and quality of information for parents are very good. However, the school prospectus does not fully comply with statutory requirements, as the right of withdrawal from religious education and collective worship is not mentioned. Annual reports to parents are of high quality and contain targets for future attainment. There are frequent newsletters and much information is exchanged informally at the beginning and end of the school day.
51. Some written information, such as the booklets advising on how to help with reading and the new home-school-child contracts, are translated into a number of different languages. There are prominent

noticeboards both in school and in the playground. Curriculum evenings are held for each year group, but only 20 per cent of parents attend these. Only two parents came to the governors' annual meeting with parents. However, all parents of pupils with special educational needs are given the opportunity to be involved in the annual review of their children's Individual Education Plans and most do so. Similarly, the small committee of the Friends of Colindale School Association (FOCSA) finds it difficult to persuade more parents to support the school by joining them. FOCSA has, however, raised significant sums for extra resources, including £5,000 towards equipment for the new information technology room.

52. While many parents do not find it easy to support their children's learning at home, about 80 per cent come into school to meet teachers during the consultation weeks held each term. A few parents help with swimming and on educational trips, and these contributions are highly valued by staff. A well-established small group of Chinese parents meets regularly to make resources, including bilingual booklets.
53. The school offers pupils a very good range of educational outings to enhance the curriculum and to gain experience of the wider community. For example, in the past year, nursery children have walked to local shops to buy fruit and vegetables; Year 5 visited the Ashwell Village Museum and Year 6 went to Kew Gardens. All Key Stage 2 pupils have the opportunity to join residential trips, which enhance their personal and social development, at different outdoor and study centres. Year 6 enjoy a six-day trip to the Wye Valley, during which they explore the Brecon Beacons, visit a coal mine and undertake a beach study.
54. In addition, the school enriches the curriculum effectively with such visitors as theatre groups, a television scriptwriter, representatives from different religious faiths and the local community police officer. The school has successfully attracted donations from a number of charities, and the Variety Club minibus enables pupils with physical disabilities to take part in all school journeys.

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

60. **Leadership and management**

55. The last inspection reported that the school had firm and effective leadership. Responsibilities were clearly defined, and there was effective delegation. There were agreed aims and values that expressed high expectations. Strategic planning was good, and monitoring and evaluation were sound. The situation has improved since then, and the good features to that the last inspection report drew attention have contributed very positively to the improvements which have since been achieved. The key issue from the last inspection concerning the improvement of access for physically disabled pupils has also been completely met, except in the case of the 'new hall', where extensive modifications are planned to take place very soon.
56. The management of the school is very good. The headteacher is a strong leader, with a very clear vision of the way in which the school should proceed. He is ably supported by the deputy headteacher, and together they form a very effective team. They have regular meetings with the senior management team who are themselves skilled and committed. Co-ordinators are in post for all curriculum areas, and they have clearly defined, well understood and significant delegated responsibilities. The way in which all staff understand and exercise their roles means that the school has a strong management structure that functions well.
57. The last report said that the governing body had "effective ways of learning about the school", and that they had fulfilled "their strategic role well". While there is comparatively little close involvement in the life of the school – in, for example, attachment to classes or an established routine of visits – the governors are effective in their sub-committees (curriculum, finance and premises). At their meetings, these sub-committees examine the aspects of the school which are brought before them in great detail, asking probing questions and acting as critical friends. The curriculum sub-committee has been closely involved in the preparation for the recent National Literacy and Numeracy Strategies. The finance

committee gives very conscientious attention to the progress of the development of the budget. The work of the premises sub-committee is to be seen everywhere around the school in the improvements that have been achieved. Statutory requirements are all met, with the exception of an omission from the prospectus of an item on parents' right to withdraw pupils from collective worship and religious education, and information on the alternative provision the school would make in such cases. In addition, the governing body does not ensure that regular risk assessments are carried out and recorded.

58. Planning is very good. The School Development Plan, which defines the way in which the school should move forward, is a well-constructed and effective document, set out according to the guidance provided by the Local Education Authority. It is put together by the headteacher after close consultation with members of staff, who will, prior to making their recommendations, have conducted their own evaluations of developments over the past year. The plan is also informed by data from national and internal tests, from staff appraisal procedures and from a review of the effectiveness of the previous year's plan. The school's budget and the development plan are set alongside each other so that priorities may be ascertained, and spending decisions made in the most efficient way.
59. Curriculum planning is also very good. A key issue from the last inspection concerned the need for schemes of work to be produced for science, art, design and technology and information technology. Schemes of work are now in place for all subjects, and it is therefore concluded that this criticism has now been met. The teaching of the curriculum in the classroom is well-monitored by subject co-ordinators who are provided with some non-contact time to carry out this work. The provision for pupils with special educational needs and in the physically disabled unit are well managed, and all staff – teachers and others – are involved in the support, which is leading to the good progress towards their individual targets that these pupils are making.
60. Throughout the school, there is a clear focus upon high attainment and progressive improvement. Pupils, teachers and all other staff take pride in their work and in their school. It is a well-integrated, caring community, with good relationships between children and adults. All have equal opportunities, and active support is provided where necessary. The ethos is very positive, and is a strong influence upon pupils' attainment, progress and sense of security.
66. **Staffing, accommodation and learning resources**
61. The school has sufficient suitably qualified and experienced teachers to match the demands of the curriculum. Subject co-ordinators are qualified in their appointed areas and responsibilities are identified effectively in job descriptions. There is a very good number of other staff who are well trained and provide a very good level of support to pupils, especially for those with physical disabilities. There are a number of teachers and additional staff who provide skilled support for pupils for whom English is an additional language. Overall, the teaching staff, classroom assistants and special educational needs assistants have a good impact on the quality of education. The commitment of office staff, the welfare assistants, lunchtime supervisors, school meals staff, the caretaker and the cleaners all contribute to the effective running of the school.
62. Staff have attended a wide range of valuable in-service training programmes, including training for the National Literacy and Numeracy Strategies. Professional development opportunities are good. A programme of appraisal has been completed for the majority of teaching staff. Support staff are encouraged to undertake further training. All teachers and support staff have received training in the needs of the physically disabled pupils. There are good arrangements for the induction and support of newly qualified and newly appointed teachers to the school.
63. There has been a programme of improvements to the school buildings and site to make it safe, secure and stimulating. The physically disabled pupils now have access to all the internal areas with the provision of ramps and automatic doors. The unit now provides satisfactorily for their needs. Access to the school playground has been improved. All the issues raised in the previous report have been met, with the exception of access to the 'New Hall'. A computer suite is being prepared. The nursery

classroom is small, but satisfactory for the number of pupils. There is a secure playground area, with a good range of toys and wheeled vehicles, and climbing equipment. There have been very impressive improvements to the playground environment to provide painted games markers, a landscaped quiet area, and an attractive woodland area. However, some of the external paint work to the building is in need of renewal, and there are cracks in some of the external walls of the older building. There are plans to improve access for parents to the nursery, and to improve access for all disabled pupils to the 'New Hall'. A very high standard of maintenance is apparent and the environment is bright and welcoming.

64. Resources for the delivery of the curriculum are generally good. They are used well, and easily accessible. There are sufficient resources to meet the needs of children under five. Resources for pupils with special educational needs are adequate. There is a range of good resources and equipment to meet the needs of the physically disabled children, which include a specially adapted computer for each pupil. The library is attractive, accessible, adequately stocked with a range of books to support curriculum subjects and used well by both pupils and teachers. The ratio of pupils to computers is satisfactory. However, it is reported that they are unreliable and are not an effective resource for information technology. Bids have been made for new hardware and software for information technology through the National Grid for Learning initiative. The curriculum is supported effectively by visits, including residential trips, and visitors. Theatre groups and performers enhance in-school experiences.

70.

The efficiency of the school

65. Financial planning is good and the school manages its finances well. Staff are used very efficiently and good use is made of the building and resources.
66. The headteacher and the chair of the finance committee have a good understanding of the financial situation, and overall planning is undertaken with attention to detail and the educational priorities identified in the School Development Plan. The chair of finance regularly liaises with the headteacher and receives a monthly printout of the financial situation. The governors' finance sub-committee meets at least once per term and monitors the financial situation. In addition, governors have regular informal discussions with the headteacher about financial matters. As a result of these structures, the governing body has a good grasp of the financial situation of the school. An efficient school secretary ably assists the headteacher, and the school's daily administration works well. The financial administration is good. The internal systems ensure that the school runs smoothly and that money is handled securely. There are good channels of communication within the school, between school and governors and between the school and parents. A new computerised finance system has been introduced.
67. A comprehensive School Development Plan is in place, identifying objectives, cost implications and criteria for success. The school is careful to ensure that value for money is obtained when making major purchases or repairs, by obtaining several quotations and choosing the one that best balances quality and cost-effectiveness. The deployment of teaching and other staff is very good, with all having a clear idea of their responsibilities. Good use is made of resources and accommodation to maintain and raise standards of attainment effectively. Funding for pupils with special educational needs and from the standards fund are used efficiently. A large surplus has been allowed to grow, partly to allow for the effect of the transition to 'Fair Funding', partly to compensate for changes in pupil numbers and partly to help fund a number of special projects, such as improved access and the new information technology room. This is accepted as being prudent in these exceptional circumstances.
68. Income and expenditure are comparatively high. Taking into account standards of attainment on entry, pupils' good progress, their attainment at the end of Key Stage 2, the good teaching, the very good extra-curricular provision, the very good leadership, its financial efficiency and the school's very good ethos, the school gives very good value for money.

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

74. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

69. Children enter the nursery class after their third birthday. Their levels of attainment upon entry to the nursery are well below those expected nationally. Very few of the children speak English when they start in the nursery. They are normally admitted to the reception classes in the term following their fifth birthday. From the very low level on entry, children make good progress in all six areas of learning, so that by the age of five, standards are in line with what is expected for children of this age in all aspects except those of reading, speaking and writing. Because the linguistic skills are the vital under-pinning for all other achievement in the National Curriculum, children enter Key Stage 1 at standards below the national average in those areas that are language-dependent, such as language and literacy and knowledge and understanding of the world.

75. *Personal and Social Development*

70. Children reach standards in line with the national average and they make good progress through varied and well-structured opportunities to work and co-operate with others. They are generally responsive, interested in what they are doing, and most are able to concentrate and persevere in their learning. They listen well, and are happy to contribute their own ideas during discussion; for example, when sharing a book together or comparing likes and dislikes about the playground during circle-time. Children are generally well-behaved even when an adult is not directly supervising them, as was seen when nursery children were occupied in an imaginary world in the kitchen annexe. On very rare occasions, inappropriate behaviour in the cloakroom annexe out of the direct sight of the teacher poses a potential safety hazard. The caring attitudes of all adults make a good contribution to the development of children's personal and social skills, as well as to the good quality of teaching in this area of learning in both the nursery and reception classes. Children with special educational needs and bilingual pupils are well supported, and it is remarkable how well children with physical disabilities are integrated into the life of the classes.

76. *Language and Literacy*

71. Children listen well to their teachers and are gaining confidence in speaking, although often they need help to find the words they want to say. In the nursery, they demonstrate their good listening skills by making appropriate responses to the questions asked, although few of them expand their answers beyond a single word or phrase. About half of them join in the repetition of phrases in a familiar story. Progress in all aspects of language and literacy is good. Children enjoy stories, sharing books with adults and talking about the stories and pictures. The quality of teaching is good, and the class teachers and support staff place an appropriate emphasis on practical learning, such as sequencing a picture story, and there is a good match of tasks to what children can do. There are appropriate opportunities for role-play, for example, in the playhouse in the nursery, and in the doctors' clinic in the reception classes. Many children recognise familiar words, and follow the story in their reading books. Most children in the reception classes can write their names, and several in the nursery do so. Children trace or copy the teacher's writing and a few develop early writing skills. In the reception classes, however, children have insufficient opportunities for practising handwriting and independent writing, although their speaking and listening skills are developing well.

77. *Mathematics*

72. Attainment in mathematics is in line with expectations, and children make good progress overall. However, their use of mathematical language and their recording is below average. They make satisfactory progress in colour, shape and number recognition. Children in both the nursery and reception classes experience a range of number and singing games, and appropriate computer programs reinforce activities and their learning. Numeracy skills are developing satisfactorily. Children identify

and create patterns and many compare, sort, order and count objects, using numbers up to ten. A few higher achievers count up to fifteen with confidence. They are beginning to be aware of simple addition and subtraction, and to use appropriate mathematical language. The quality of teaching in this area is good.

78. *Knowledge and Understanding of the World*

73. Children achieve in line with expectations for their age, and they make good progress in those aspects of the subject that are less language dependent. The quality of their recording is below average. The activities provided help them to develop an understanding of the world around them. Some can talk about where they live, their families and their immediate environment, and many recall their experiences through a range and variety of role-play. Children in the nursery and reception classes have opportunities for a range of scientific experiences, including experimenting with sand and water. During the inspection, they were particularly fascinated with the topic of light and explored a darkened room and tents in the outdoor area with torches.

74. Children are able to use the skills of cutting, joining and building, using a wide range of materials. They have good access to a range of construction materials, large and small. They explore equipment, and find out how things work. There are opportunities for children to use information technology to support literacy and numeracy. Although their limited literacy skills are insufficient for them to record much of what they do, their speaking skills are developing well and teachers wisely place emphasis on discussion. Teaching is good; lessons are planned thoroughly, make good use of resources to stimulate the children's enthusiasm, use skilful questioning to develop children's knowledge and understanding, and provide well-structured practical opportunities for experimentation and discovery, including visits to places of interest in the local area.

80. *Creative and Aesthetic Development*

75. The children's creative development is in line with expectations for their age and they make good progress. Children show enthusiasm for art and represent what they see and feel in a wide range of media. They learn to mix paint and can name some colours. They model with scrap materials and make collage. They show a growing appreciation of the effects of different textures, colours, shapes and patterns. They recognise and name a range of untuned percussion instruments; for example, drums, tambourines and triangles. They listen to music like 'The Carnival of the Animals' and recognise high and low, fast and slow, heavy and light sections. The teaching in this area of learning is good overall, especially when activities are well-matched to the children's interests and prior attainment levels.

81. *Physical Development*

76. Children's physical development is in line with expectations for their age, and they make good progress. They handle scissors, glue, paintbrushes and crayons competently. Children in the nursery have access to their own playground to extend their physical development. There are opportunities for children to have physical education lessons in the school hall. The children enjoy physical activities and some are becoming confident in the use of space, as was seen during a physical education lesson in the reception classes. This lesson actively promoted the development of good listening skills and reinforced the development of mathematical language, as well as well-planned physical activities. Children responded very well, working alone but with enthusiasm. The good behaviour management was a feature of the lesson. Teaching is good, and teachers ensure that the children have regular access to physical activities. There are enough wheeled toys for children to use, but some of these are in need of replacement.

77. Overall, the quality of teaching for the under-fives in the nursery and reception classes is good. Support from the nursery nurse and support staff is of good quality, and is having a significant impact upon children's learning. The class teachers, nursery nurse and classroom assistants have a good knowledge and understanding of the needs of the early years, and of the curriculum to meet those needs. They plan

the curriculum well, and ensure that their planning is translated effectively into practice, with many practical experiences and very good use of play that extends learning. There is an appropriate emphasis upon activities to promote speaking and listening, for example, through role-play and effective questioning.

78. In the nursery, both informal and written planning are linked effectively to the desirable learning outcomes for children of this age. In the reception class, in the summer term, planning is closely linked to the National Curriculum Programmes of Study, and teachers are careful to ensure that the learning needs of the children are well met, particularly those with special educational needs and those with English as an additional language. Overall planning between the nursery and reception classes shows good continuity and progression. There are, however, insufficient opportunities for children to help plan their own day and increase independence in their learning. All adults in the nursery and reception classes have high expectations of children's behaviour, and their discipline and relationships with children are very secure. Class teachers and support staff, including those who specialise in supporting the learning of children with special educational needs and bilingual children, make very careful observations of children, and use the information from their assessments very well to inform their planning and teaching.
79. Staff in the nursery and reception classes have worked hard to provide opportunities that will promote learning. There is a satisfactory range of resources, and a wide range of activities. Relationships with the children are thoughtful and sensitive, and there is equality of opportunity for boys and girls. Children in the early years are included in key stage and year assemblies and all children, including the nursery, are involved in the annual Christmas production.
80. Arrangements for children starting in the nursery are very good, with plenty of information available for parents through multi-lingual booklets, introductory meetings and home visits attended by teachers, nurses and bilingual teaching assistants.
81. There is a system for assessing what children can do upon entry to school (although this takes little account of the high proportion of children with very little spoken English) and the school is in a good position to monitor progress.
82. The co-ordinator for early years has a very good understanding of her role, which is well-developed in terms of monitoring and evaluating provision and practice. She is responsible for the good improvement since the previous inspection.

88.

88. **ENGLISH, MATHEMATICS AND SCIENCE**

88. **English**

83. The last inspection report found that standards were in line with or above national expectations in each key stage. Teaching was at least sound, and predominantly good. Progress was reported as "consistent". There was no scheme of work for English as a whole. Present inspection findings are that attainment is below average in Key Stage 1, and average in Key Stage 2. Teaching is good. There is a comprehensive scheme of work for all aspects of English.
84. In the National Curriculum tests for Key Stage 1 in 1998, 63 per cent of pupils achieved Level 2 or above for reading, and 8 per cent achieved Level 3 – well below the national average, and very low in comparison with similar schools. In writing, 72 per cent achieved Level 2 – again well below the national average and that for similar schools. In the tests for 1999, in reading, 59 per cent gained Level 2 or above, but 18 per cent gained Level 3, representing a significant improvement, but still well below the national average. In writing, 66 per cent reached Level 2, and 21 per cent reached Level 3 – again a significant improvement, while remaining well below the national average.

85. In Key Stage 2, the 1998 results showed that 66 per cent reached Level 4 or above, and 14 per cent reached Level 5. These results were close to the national average, and broadly in line with those for similar schools. The 1999 results show that 73 per cent reached Level 4 or above and that 24 per cent reached Level 5. Both these figures represent a significant improvement. Attainment was average when compared with all schools, but well above average when compared with similar schools.
86. Broadly, the same picture is reflected in the results of the inspection in both key stages, and across the three elements of English in the National Curriculum: speaking and listening, reading, and writing.
87. At the time they enter Key Stage 1, pupils' speaking skills in English are underdeveloped. The number of words they have available is limited, and many of them can only put them together in a basic way. When asked to retell a simple story, many of them find it a challenging task to find the right words. At this early stage, they listen to their teachers carefully and are eager to answer questions, even if they do not know the answers. In Year 2, pupils' increasing confidence enables them to take time to think and to answer in a relevant and considered way. Pupils of above-average attainment can interpret and explain what teachers want them to do, but the majority stumble over this. Attainment by the end of the key stage is below average. This has improved in Key Stage 2. There is evidence of careful consideration in question and answer sessions in class. Pupils in Year 4 talk about the difference between fact and opinion, and what makes the best setting for stories. Pupils with lower attainment are engaged, conscientious listeners, but many still need prompting when they are asked to speak. By the time they reach Year 6, most pupils are good listeners and speakers in informal situations – though no evidence was seen of talks or formal presentations. They listen and respond to their peers when they discuss their work. They are capable of controlled and effective role-play, as was seen when they were involved in an interpretation of *Romeo and Juliet* during a visit of an educational theatre company. Attainment at the end of Key Stage 2 is at least average, and there are many examples of speaking and listening which are above this, as when pupils talk about their work to inspectors in a mature and analytical way.
88. In Key Stage 1, pupils have limited reading skills. In Year 1, while almost all understand how books work, many have quite restricted reserves of words they recognise on sight, and are not yet functioning as readers. In Year 2, high attainers read simple texts with fluency and accuracy, but those of average attainment ignore stops and stumble over quite simple words. Pupils of below average attainment find it difficult to recognise and read familiar words, like "this", and "eat". By the end of the key stage, the majority of pupils are achieving below average levels in reading. In Key Stage 2, many pupils of above average and average attainment read with fluency, if with variable accuracy. In Year 3, there are good readers who lead the shared reading aloud part of the Literacy Hour – but there are others who do not participate or who simply mouth the words. In Year 5 and 6, however, most pupils are beginning to evaluate their reading, and can talk about it analytically. They are fluent, often expressive, and mostly accurate. Pupils show a respect for books, and an enjoyment of what they can provide. In their study of *The Secret Garden*, Year 6 pupils show above-average reading skills – in understanding of the text and the underlying intentions of the author structure of the narrative, of characterisation, and of how effects are achieved. By the end of the key stage, attainment in reading is above average.
89. Handwriting throughout the school is a significant problem. On the blank, unlined pages of their exercise books, pupils of all ages find it difficult to position their work satisfactorily, and in Key Stage 1 it is sometimes cramped into a corner, or spread diagonally across the page. While a few older pupils present their work well, handwriting is not, for the majority, as well-formed or placed as that of many pupils of corresponding ages. It is often not joined up, and all in pencil. In Year 1, pupils understand how letters can make words and they know some of the rules which apply. A minority can combine words into sentences. In Year 2, simple sentence structure can be seen from average and above-average attainers, and spelling is more adventurous (if often not very accurate: ("kudliy", "hoble" (horrible), "wum" (warm); "my frind hert her slef"). Some lower attainers working with letter cards find it difficult to add an "s" to make a plural. A small number of pupils attempt brief narratives, but overall attainment at the end of Key Stage 1 is below average. At the beginning of Key Stage 2, few pupils write a lot, and their stories are not well-sequenced. Pupils progressively extend their vocabularies and learn more of the technicalities, and in Year 5 a breakthrough is seen, in the understanding of punctuation, in

increased word knowledge and selectivity, and in attention to meaning and to audience. Narratives are of a good length and fluent. Below average attainers have the same fluency but write less accurately. In Year 6, pupils produce competent summaries of their reading, and show good understanding of the skills of putting together a piece of continuous writing. While a large minority still find the challenge of writing difficult, are slow starters and not copious producers, the majority attain at least average levels for their ages, and a few are well above.

90. Pupils enter the school with average attainment in most aspects of their development, but with significantly below-average attainment in language skills. For a large proportion of pupils, English is an additional language, and 42 per cent of pupils have special educational needs. There is a high turnover of pupils, and many enter the school at stages later than the beginning of compulsory education. When these circumstances are set against the average and improving test results at the end of Year 6, it may be concluded that progress in both key stages is good; the overall picture is of accelerating progress from a slow start. While the majority of pupils in Year 1 find language challenging, their listening and speaking skills are reinforced by their own enthusiasm, high expectations from teachers, and by the confidence conferred by the school's encouraging ethos. As they move up the school, the same influences obtain, and pupils show increasing thoughtfulness in preparing their responses to questions. Their willingness to try out ideas improves considerably, and by the time pupils reach Year 6 they have become poised and confident speakers. Pupils with special educational needs make the same good progress with appropriate support, and this is further reinforced by the patient and respectful way in which both teachers and pupils listen to them. In reading, there is good and often very good progress. Pupils move out from the shared text experience to become independent readers who enjoy and derive much from their reading. The links between school and home, which encourage parents to listen to pupils' reading are helpful here; though this does not apply in every home. Reading improves in fluency, accuracy and range as pupils move up the school; expression in reading aloud does not improve at the same rate. Writing shows the same good progress as the other aspects of English, but it is adversely influenced by the problems with handwriting already mentioned. The good teaching provides pupils with continuously extending vocabularies, technical and structural knowledge of language, increasingly accurate spelling and punctuation, and greater skills in selecting the best way of achieving a desired effect. In both reading and writing, pupils with special educational needs make good progress according to their objectives, with support from teachers, care assistants, their peers, and appropriate resources.
91. In both key stages, pupils' response to English is good. They show interest and enthusiasm, particularly in the plenary sessions of the National Literacy Hour. The majority stay well on task in periods of group, paired or individual work, and they collaborate well with one another. They evaluate their own and each others' work with respect. They understand and use dictionaries and thesauruses, but independent research skills are not well developed, especially in the use of the school library. Behaviour is normally good, even when pupils are excited by the work in hand.
92. Teaching is generally good. Of the lessons observed, over half were very good, about a quarter good, and about a quarter satisfactory. No unsatisfactory teaching was seen. Teachers have good subject knowledge and are well-informed about both the National Curriculum for English and the National Literacy Strategy, which is applied well throughout the school. They have high expectations of both work and behaviour, which drives pupils on to make good progress. Planning and preparation of resources are careful and thorough. The personal styles of the majority of teachers are engaging and collaborative, while remaining firm. Pupils are well managed in a way that is almost invisible in the best lessons: the clarity of the objectives which are shared by the pupils, and the good pace of the lessons, hold attention in such a way that disciplinary interventions are unnecessary. While the use and effect of homework in Key Stage 1 is variable, homework is used to progressively better effect as pupils move to Key Stage 2. The content of the English taught includes a variety of genres, but insufficient opportunities are provided for extended, imaginative and structured writing to stimulate higher attainment in this aspect. Handwriting is not taught in a structured and systematic way, and standards of presentation are not consistently reinforced. A number of teachers themselves do not use joined-up handwriting on the boards, in displays, or when marking pupils' books. At the moment, there is insufficient use of information technology in producing and editing original work.

93. English is very well managed by an enthusiastic and experienced specialist, who by both precept and example provides leadership of high quality to the subject. She led the introduction of the National Literacy Strategy, which now makes a strong contribution to standards of attainment and progress. She has a clear view of the needs of the school, and of ways in which standards may be further improved. The scheme of work is comprehensive, providing a good overview to guide planning as well as detailed guidance for teaching. Assessment is thorough, with standardised tests each year in Key Stage 2. Progress in reading and writing is well recorded and tracked, using a procedure recommended by the Local Education Authority. Progress in speaking and listening is not, however, subject to the same procedures.
94. Resources for English are good. There is a good provision of “big books” for the Literacy Hour, as well as sets of readers. Overhead projectors and bookstands are available to all teachers for shared reading sessions. Each classroom has a good collection of fiction that pupils may take home. The school library contains only non-fiction and a number of children’s general reference books. It is a very pleasant room, and the books are well kept and catalogued. However, there is little furniture beyond cushions, making no provision for pupils to sit at tables and conduct their own research. In fact, during the inspection no pupil was observed using the library for this purpose, though it was used for an assembly and to show a video to a class.
95. English makes a strong contribution to pupils’ social and moral development through the consideration and discussion of important issues and messages communicated through literature. Its contribution to their spiritual and cultural development is equally strong, through their own writing, and through contacts with great literature from all over the world.
96. Literacy is to some extent supported in the other subjects of the curriculum, by emphasis, for example, on the use of the appropriate vocabulary in physical education and in science. However, there is often greater stress on the activity in hand than upon recording it in writing. There is little written work in religious education, and there are insufficient opportunities for extended writing in history. Written work in mathematics, religious education, and history is not regularly set. Not all written work across all subjects is marked, and there is not a consistent approach to the correction of technical errors. Opportunities are not provided for pupils to give talks or make other formal presentations, although informal discussions in classes and in groups take place frequently.

102. **Mathematics**

97. Inspection evidence shows that attainment is well below average at the end of Key Stage 1 and in line with the national average at the end of Key Stage 2.
98. The results of the 1998 National Curriculum tests were well below average at Key Stage 1 for pupils attaining the expected Level 2 or above. The 1999 results for Key Stage 1 are significantly better but are still below average. At Key Stage 2, results in 1998 were close to the national average for pupils attaining the expected Level 4. Results are above average in 1999, with 75 per cent of pupils achieving the expected Level 4 or above, 21 per cent reaching Level 5, and one pupil attaining the very high Level 6. These results were above average when compared with all schools and well above average when compared with similar schools.
99. Lesson observations and scrutiny of pupils’ work during the present inspection show that on entry into Year 1, pupils’ attainment is below the national average in the use of mathematical language and formal recording. Throughout Key Stage 1, satisfactory progress is maintained and pupils are consolidating, broadening and improving the underdeveloped basic skills of oracy, number and pattern recognition in order to have a solid foundation to build on in Key Stage 2. On entry into Year 3, pupils are still achieving below average, but they are by then much better equipped to make progress across all attainment targets. Thus the learning curve steepens throughout Key Stage 2 and progress is good overall through this stage. In the seventeen mathematics lessons observed progress was at least good in 65 per cent and very good in almost a quarter. There was only one lesson where progress was

unsatisfactory and this was because the pupils did not understand the task and did not receive sufficient guidance. Pupils with special educational needs generally make progress towards the targets set for them at the same rate as the rest of the class. They are well-integrated and well supported.

100. In Year 1 pupils learn about basic concepts of measurement such as “longest” and “shortest”. They order pictures and objects successfully according to size and many of them are able to measure in non-standard units and make estimates such as, “how many of these blocks can fit along this paint brush?” Almost all pupils count correctly up to 10 and back to zero in twos. Most can make simple calculations, such as five add six, mentally. In Year 2 pupils can place numbers up to 99 in order. Many can solve problems involving two steps mentally; for example, 20 subtract five and subtract another four equals 11. They have a sound basic grasp of addition and subtraction and the meanings of the conventional symbols, such as plus, minus and equals. A number of pupils can add numbers of two digits together, for example, showing that 23 add 38 equals 61. They are learning how to use money and which coins make up certain amounts. Most pupils can work out which coins they can use, for example, to make up 10, 20 or even 30 pence. A few pupils can work with amounts up to one pound.
101. Pupils in Year 3 have begun to grasp the four rules of number, and most are adding, subtracting, doubling and halving numbers up to 20 mentally. They can count on in twos and tens and a few can count on in threes. They are confident with number lines and use them appropriately to count on in ones, twos and tens. They carry out simple investigations, for example, adding together consecutive numbers and looking for a pattern satisfactorily. Several pupils notice that, “When you add two neighbouring numbers together, the answer is always an odd number.” A few pupils were observed adding together different groups of numbers in different ways and proving that you can add in any order. By Year 4, many pupils are halving numbers up to and beyond 1000 mentally. They develop good techniques for making mental calculations, for example, to add 65 and 85: “I added the six tens and the eight tens to make a hundred and forty and then I added another ten because that’s five and five.” They draw squares of varying sizes on squared paper and work out successfully how many small squares make up the square. Most pupils recognise the pattern and predict that a square with ten small squares on one side will have 100 small squares altogether. Two boys discovered this pattern quite quickly and went on to discover another pattern: “One is one times one, which is one. Two is two times two, which is four, so that’s one plus three”, reproducing and proving the pattern up to 144 mentally. One Year 5 group has a good knowledge of multiplication tables and almost all the pupils respond immediately with “seventy-two” when asked what nine times eight is. Most pupils readily identify squared numbers and the factors of numbers, including squared numbers. They develop good techniques for solving problems by identifying the information needed and the information given. They can then apply this process to a whole range of problems effectively. For example, “There is a length of cloth of 125 metres and I want to cover tables that are 125 centimetres long. How many can I cover?” About half of the pupils had trouble taking the process beyond the first two stages. Most Year 5 pupils learn to recognise and work accurately using six-digit numbers. By Year 6, pupils correctly order a series of whole and part numbers on a number line, working in a mixture of percentages, fractions and decimals and converting between them, using a calculator where necessary. They work together devising and carrying out investigations to test the statement, “More than 60 per cent of words have four or fewer letters.” Most pupils have a good understanding of how to present information in a variety of forms, such as tally charts, graphs and pie charts. One group was observed looking at proportions and ratios, solving problems of ratio, such as the different quantities of rice and water to use in cooking when the ratio is 1: 3.
102. Pupils’ attitudes to mathematics are good and in many cases very good. They enjoy the subject and most settle down to work quickly and attentively. They respond well to questioning and are keen to answer. They work well in a whole-class situation, keep on task when working individually and co-operate well with one another. Levels of concentration vary but are good overall. There is a very positive ethos and the relationships between teachers and pupils and between pupils are very good.
103. In Years 1 to 4, pupils are taught in mixed-ability classes but work in groups according to their ability. In Years 5 and 6 they are taught in ability sets for part of the time. Work is set at different ability levels and well matched to pupils’ prior attainment so that pupils make progress. Groups are flexible and there is movement between them. Pupils with special educational needs make good progress towards the targets set for them, being well-integrated and well supported by teachers and other staff. Teaching

observed was good at both key stages, with only a very small proportion of unsatisfactory teaching. Over 75 per cent of teaching was good or better with almost a third of teaching being very good or even excellent. The cumulative effect of such consistently good teaching is directly responsible for improvement in attainment levels seen as pupils' progress through the school. Teachers have a good knowledge of the subject, which enables them to question pupils with confidence and give good, clear explanations. Planning is good and sets out clear learning objectives. Class and behaviour management is almost always good, with all teachers displaying skills designed to keep pupils motivated and on-task. Occasionally, teachers do not keep an overview of the whole class whilst focusing on a particular group, with the result that a number of pupils lack direction and do not receive sufficient guidance.

104. Mathematics benefits from a very well-informed co-ordinator who has a good grasp of the needs of the subject, has done a very valuable audit of the subject, and has identified areas for further development, such as assessment. The well-balanced curriculum is firmly based upon the National Numeracy Strategy, which is already well established and is having a positive impact upon teaching and learning. Planning takes place across year groups to ensure consistency. Records of assessment are kept and passed on to the next teacher to ensure continuity. Pupils are not involved in evaluating and assessing their own work and setting their own targets and this is something that the co-ordinator agrees would be beneficial. Closer analysis of test results and tracking of individual pupils through the school would enable more accurate setting of targets and detection of pupils who need extra input. The development of new computerised spreadsheets should make this possible.
105. Mathematics resources are very good, with books and materials being well kept, in good condition and readily available. Resources are used effectively to support the learning. Skills and expertise in such techniques as data-handling should be better developed when the new information communications technology room is equipped and in operation, and this is a high priority.

111. **Science**

106. The results of National Curriculum teacher assessments for seven-year-olds in 1998 show that the percentage of pupils reaching the expected Level 2 was well below the national average, and below the national average for the higher Level 3. In comparison with similar schools, attainments were well below at Level 2 and below the national average at Level 3. Results for 1999 indicate that pupils achieved results well below the national average.
107. Attainment for eleven-year-olds in the National Curriculum tests was close to the national average for 1998, but below the national average for similar schools. Results for the 1999 tests indicate that pupils achieved well above the national average, with the percentage of pupils reaching the higher Level 5 being well above the national average. When compared with similar schools attainment was high. For 1998, the performance of boys in science was close to the national average and that for girls was above the national average. Standards achieved over the past three years, from 1996, show a steady improvement in science, with good improvement for 1999.
108. Standards at Key Stage 2 have risen since the previous inspection, with pupils achieving above the national average in 1997 and again in 1999. Inspection findings indicate that there is a good improvement in the standards for all pupils by the end of this key stage. However, although progress is satisfactory, this improvement is not reflected at Key Stage 1, where teacher assessment indicates that pupils are not achieving the average results found nationally in 1999. This can be accounted for by the fact that attainment on entry is judged to be below average, with a high percentage of pupils for whom English is an additional language and a higher than average percentage of pupils with Statements of Special Educational Needs. Inspection findings are that there is an appropriate focus on developing pupils' oral skills in science through discussion, so that attainment in lessons is broadly satisfactory, but the skills of recording are underdeveloped.
109. By the end of Key Stage 1, pupils in the present Year 2 develop understanding of a variety of topics and their attainment corresponds with national averages. They explore and recognise the differences and similarities in materials. They know what makes things move, and classify different vehicles according

to whether they are pushed or pulled. They know what plants need to grow. They observe the weather and understand the effect of heat and cold on their choice of clothing. They observe different light sources and sequence them in terms of brightness. They study appliances found in the home and decide how they are powered, as an introduction to electricity.

110. By the time they are eleven, pupils understand what a fair test is and know why it is necessary. They record their experiments appropriately, providing clear accounts of what they have found out, and evaluating the results. Evidence is presented effectively in tables, charts and graphs. In Year 6, they conduct experiments to test the solubility of salt in set amounts of water, working carefully and with accuracy, and can begin to draw conclusions from the results. They understand and explain the condensation and evaporation of water satisfactorily. They learn how to construct simple electrical circuits and can use correct scientific vocabulary to describe the process. They have a good knowledge of the human skeleton and the major organs of the body and the positive effects of physical fitness. Younger pupils learn about different materials, and experiment in ways of classifying them. They classify animals and their habitats, and establish and identify food chains. They learn about the effect of sound through the changing of pitch. Attainment by the end of the key stage is above average.
111. Progress in lessons in Key Stage 1 is mainly good. Pupils, including those with special educational needs and those for whom English is an additional language, develop good knowledge and understanding in most areas of science, forming a firm basis on which later scientific studies can be based. They develop skills of scientific observation and classification and can describe their findings in simple terms. They learn to use correct scientific vocabulary, and are given the opportunity to discuss and explore attributes of, for example, powered tools and equipment. However, teachers are not providing sufficient opportunities for pupils to develop appropriate skills for recording and presenting the knowledge they acquire, and progress in this aspect remains a weakness. During Key Stage 2, pupils build successfully on their knowledge and skills. They know how to set up and conduct an experiment. They use their growing knowledge to identify patterns and draw conclusions from results. They understand the need to work carefully and accurately. By the time they reach the end of the key stage, most pupils, including those with special educational needs and pupils for whom English is an additional language, have acquired a good understanding of the four elements of the science curriculum. They make particularly good gains in recording experiments, and in demonstrating the ability to analyse and evaluate results.
112. The behaviour of pupils and their attitude to their work is good. At Key Stage 1, pupils enjoy exploring materials and sharing their observations with other pupils and their teachers. At Key Stage 2, pupils listen carefully to their teachers, follow instructions sensibly and accurately and respect the views of others. They respond with enthusiasm to the opportunities to carry out investigations and observations, work well together and use equipment carefully and safely. Work is presented neatly, and labelled correctly, with spellings mainly accurate. The hard work and good concentration levels displayed by the pupils have a positive impact on their attainment and progress.
113. The quality of teaching is good overall at both key stages. Teachers' knowledge is good, and planning is thorough, with, where appropriate, activities matched to the different needs of pupils. Teachers work closely with one another across year groups. The good teaching is characterised by clear objectives for pupils' learning, and the provision of resources that enable pupils to work independently. Good use is made of questioning to extend pupils' thinking. Care is taken to make the subject relevant, as in Year 5, where the study of the contribution of food to health was introduced through the analysis of the contents of a shopping bag. Pupils were encouraged to extend their studies by keeping a food diary for a week which was then analysed on the basis of its contribution to health. Effective summing up at the end of lessons emphasises their objectives, and enables pupils to contribute their ideas and evaluate their findings. Teachers at Key Stage 1 provide pupils with good, practical experiences in which appropriate vocabulary can be introduced, but are not providing for a satisfactory range of recording, including written accounts. Teachers at Key Stage 2 provide particularly good guidance for investigation and research, and effective models for pupils to organise the results of their investigations. In both key stages, teachers do not sufficiently promote the use of information technology for the recording and processing of data.
114. The school is now using national guidance to provide a basis for a science scheme of work, and this is

being used effectively for medium and long term planning. This ensures that there are clear learning objectives and that there is continuity and progress in the acquisition of scientific knowledge and understanding. The co-ordinator monitors planning and pupils' work, and has some opportunities to support colleagues in the classroom, and to observe teaching and learning. The subject is well supported by a programme of visits for pupils in all year groups. Resources are satisfactory, and selected to provide effective support for topics. However, there is insufficient information technology software to provide for a range of data-handling experiences. This has been identified by the co-ordinator as an area for development, and arrangements have been made for a teacher training session.

120. **OTHER SUBJECTS OR COURSES**

120. **Information technology**

115. Standards are below nationally expected levels by the end of Key Stage 2, and pupils in Year 2 do not reach expected levels by the end of Key Stage 1. There have been improvements in curriculum planning and assessment, and in the direct teaching of information technology since the last inspection. However, the unreliability of the current machines has a significant impact on teacher confidence and limits the opportunities for pupils to practise their skills. This has had a negative impact on overall standards and pupils' progress.
116. Pupils in Year 6 set up spreadsheets and modify data effectively to estimate the costs of food for different sized families in Victorian times. They know how to save their work and retrieve it. Younger pupils in Key Stage 2 have experience of researching information using the CD-ROM to provide evidence for a project on the Egyptians. Word processing skills are variable. Pupils acquire satisfactory skills to set up texts and create borders and import visuals, although there is insufficient evidence of these skills being used to enhance presentation of work in other curriculum areas. Many pupils have poorly developed skills in using the mouse and the keyboard, and generally their competence depends on their experiences with computers out of school. They have limited knowledge and understanding of the use and function of information technology in the wider world, although pupils in Year 4 gain good insights into the importance of layout in presenting information. In Key Stage 1, pupils use the mouse effectively to operate a "Clicker" program to assist with writing sentences. Tape recorders are used to record sounds to make a "sound trail". Pupils in Year 2 follow instructions, accurately programming a computerised robot.
117. There is effective support in direct teaching sessions for pupils with special educational needs, and there is very good provision for pupils with physical disabilities. Their access to the curriculum is very much enhanced through the provision of individually adapted computers, with suitable programs, so that where necessary, word processing skills can be used for recording purposes.
118. Progress overall has been unsatisfactory over both key stages. Progress in lessons is mainly good. The work pupils are doing is being built on systematically through the new scheme of work, which is beginning to have a significant impact on teachers' confidence and their subject knowledge and understanding. This enables pupils to make good gains in sessions where there is direct teaching, followed by group practice sessions. There are early signs that this is having a positive impact on progress. However, the amount of work built up, the gaps in their past learning and experiences, and limited access to computers, has led to unsatisfactory progress over time. Pupils with special educational needs, and those with physical disabilities, make progress in lessons in line with their peers.
119. Pupils have good attitudes to learning information technology. They listen attentively and respond well to teachers' instructions. They work carefully and methodically when logging data and following instructions. A number of pupils have computers at home, and share their knowledge and understanding with their classmates, giving advice and support. They work together well when sharing machines, despite having to work at times in over-large groups. They willingly assist their physically disabled classmates to record information on their computers.

120. Teachers plan appropriately for teaching information technology as a subject in its own right. Teachers emphasise the use of correct technical vocabulary and terminology to develop pupils' computer language effectively. Good subject knowledge ensures that explanations are clear and accurate. Expectations are high, and there is sufficient support for pupils with less knowledge and understanding. Teachers ensure that they give good support during independent group practice sessions, and make the best of situations where computers are shared between large numbers of pupils. Special needs assistants give good support for pupils with special educational needs and those with physical disabilities. Throughout the school, however, computers are underused. There was very little evidence in books or displays of computer-generated work in other areas of the curriculum, such as mathematics, science, history or geography. The use of computers to draft or refine texts related to English is unsatisfactory. While these have been absent until very recently, newly-initiated assessment procedures are now providing a good record of progress related to the new scheme of work and will provide effective monitoring of the development of individual skills, knowledge and understanding.
121. Development planning for the subject and the ethos for learning is good. The co-ordinator provides good direction for the subject and is fully committed to raising standards. She has prepared a bid for funding from the National Grid for Learning. The completion of the computer suite, with the addition of new hardware and software, should greatly enhance provision and give a higher profile to the subject. Improving the reliability of the machines in the classrooms should ensure that pupils can have regular daily access.

Religious Education

122. Standards of attainment have been maintained since the previous inspection and are still in line with the recommendations of the locally agreed syllabus at the ends of both key stages.
123. At Key Stage 1, pupils understand that a prophet is the messenger of god. They begin to understand the concept of leadership and to suggest appropriate models, like Moses, Mohammed and Diana, Princess of Wales. They suggest possible leadership qualities, such as strength, wisdom and calm, and recognise that leaders must exercise authority. At Key Stage 2, pupils have satisfactory knowledge of Christianity, Islam and Hinduism. They understand that there are many deities in Hinduism and that the temple is a special place of worship. They know and understand that religions have sacred writings; for example, the Torah in Judaism, the New Testament in Christianity and the Qu'ran in Islam. They understand that these writings contain laws which govern the laws and societies of believers.
124. Progress is satisfactory at both key stages, although there is insufficient focus upon the structured development of understanding and skills. In lessons at Key Stage 1, pupils become clear about what makes a leader. They develop satisfactory understanding of what is special about religion and religious customs, and about the variety of faiths in the world. At Key Stage 2, satisfactory gains are made in the development between a religious vocabulary, for example, mandir, puja, skullcap, Sabbath. They make very good progress in the knowledge and understanding of Islamic sacred writings and the similarities and differences of other religious scriptures and beliefs. Pupils learn about the features of a Sabbath meal and that the Qu'ran is read from back to front, and from right to left. Much work is done in discussion and there is little use of literacy skills in either key stage, with much less than might be expected at Key Stage 2. Pupils with special educational needs, and those for whom English is an additional language make equally satisfactory progress according to their individual targets and their prior attainment.
125. Pupils' attitudes to religious education are good. At Key Stage 1, they are all very attentive and more than half put up their hands to answer questions and make contributions. Occasionally, they are rather noisy moving to group work and during discussions, with a few squabbles over resources and roles. They produce very little written work and presentation and handwriting are unsatisfactory. At Key Stage 2, most pupils are very interested in the topics they study. Pupils are eager to share their own particular knowledge and experience with others and to explain the customs and practices associated with their beliefs. They ask thoughtful questions, for example, 'Are there many different versions of the Qu'ran? Why is it written from right to left?' Pupils usually show respect for the beliefs of others, but occasionally, there is some disrespect when settling for a class session, including sniggers when the

teacher pronounces a Sabbath blessing in Hebrew. The scrutiny of pupils' past work shows that extended writing is not in evidence in religious education, with barely satisfactory presentation.

126. The quality of teaching is satisfactory overall and occasionally very good at Key Stage 2. Teachers encourage pupils to talk and listen very well, valuing all contributions and using them as teaching points and to generate further discussion. They stress respect for sacred books and artefacts and deal well with some silly behaviour. All teachers make good use of pupils' religious and cultural backgrounds to take forward the learning of all. They use careful questioning to check and extend the understanding of their pupils. They give timed targets to sustain interest and attention and other adults are well briefed to enable pupils to carry out activities successfully. Texts to be used as a basis for discussion and the formulation of questions by pupils are adapted at different levels to suit the differing needs of pupils. Most monitor the progress of all pupils effectively. In the best lessons, the teacher creates a very good atmosphere for learning and reflection and is very sensitive to the beliefs and customs of all. Teachers make good use of plenary sessions to share learning and check progress. Very occasionally, there is insufficient emphasis upon respect for sacred objects and all pupils work on a common task with no adaptation to meet particular needs. Expectations of the quality and amount of written work are rather low.
127. Since the previous inspection, the school has done much work on producing an appropriate scheme of work based on the Barnet Agreed Syllabus and national guidelines. This is now partially completed and gives useful guidance for non-specialists, with specific learning objectives for each year group. It has not yet been established long enough to have a significant impact on standards of attainment and progress. The curriculum is enhanced by visits from faith communities, for example, Christian and Hindu, and pupils study places of worship through viewing video-tapes and sharing their own experiences. The subject makes a very good contribution to spiritual development in terms of knowledge, understanding, respect and tolerance for the beliefs of others. In discussion, pupils at the end of Key Stage 2 recognise the need to understand other people's beliefs and cultures as an aid to tolerance and the eradication of racism. The co-ordinator has a good understanding of the role, which is well-developed in terms of monitoring and evaluating provision and classroom practice. The school's collection of religious artefacts is good, and books are adequate, although there is a shortage of picture and storybooks for Key Stage 1 lessons and assemblies.
133. **Art**
128. The previous inspection found that attainment in art was "sound and sometimes good" throughout the school. Some pupils did not have enough knowledge of art and other artists, some paintings lacked form and focus, and some pupils could not mix colour and use brushes adequately. The curriculum was not well planned: there were no guidelines for the teaching of art, and there were no procedures for assessment.
129. To a significant extent, these criticisms have been met. From two lesson observations (one in each key stage), from a scrutiny of pupils' work, from discussions with teachers and pupils, and from a survey of the artwork on display, the standard of work corresponds at least with that of pupils of similar ages, and is often above that in Key Stage 2. In Key Stage 1, the work is often very formulaic - if asked to draw a man, or a house, most pupils will do more or less the same thing. What they produce has little to do with what they see. Their handling of materials and media is often limited, and to this extent, the criticism of pupils' skills in the last inspection report remains true. Nevertheless, their progress through the key stage is satisfactory, and by the time they leave Year 2, pupils of average and above-average attainment for the school have sound colouring and positioning skills, and have some understanding of line drawing and shading. They make slab pots, and produce displays of colour and shape based on the work of Kandinsky and Picasso.
130. This satisfactory progress is maintained in Key Stage 2, and pupils draw a great deal on the work of other cultures and of well-known artists. In Year 3, they make colourful tiles based upon designs from ancient Egypt, and in Year 4 they make imitations of Celtic jewellery, which show a good understanding of the design conventions involved. Work in history, in Year 5, results in some very convincing copies

of portraits of Tudor personalities. In Year 6, the work of Monet is studied, and pupils produce some lively versions of his use of colour contrast and mixing. In the Year 6 lesson that was observed, sensitive, understanding and appreciative responses to William Morris' plant designs were seen, and pupils' monochrome copies showed good artistic sensitivity. In both key stages, pupils with special educational needs make the same sound progress according to their own targets, particularly when they have specific support.

131. The subject makes a good contribution to pupils' cultural development through the study of other artists. It also often contributes well to their spiritual development, as in the case of the Year 6 lesson on William Morris, where their response to his work showed that they were impressed in a much more than ordinary way. Their discussions and evaluations of their own and others' work contribute to their development in literacy, and their study of pattern, particularly of kinds of symmetry, to their numeracy.
132. Pupils' response to art is good. They enjoy producing objects which they and others can admire, and employing a range of techniques in doing so. They behave well, and work hard to achieve a good standard of presentation. They enjoy talking about their art, and take a modest pride in showing it.
133. The standard of work on display on the walls of corridors and classrooms, pupils' sketch-books, and the way in which pupils and teachers talk about it, all suggest that teaching is certainly satisfactory and often good. No clearer judgement can, however be offered, from the only two lessons observed. There is now a sound and comprehensive scheme of work, which offers good guidance to teachers. It gives a wide variety of activities, with detailed suggestions as to approaches and materials. However, it lacks clear direction as to the progressive development of skills – in the use of pencils, for example, or the placing and composing of an image on a page, or the observation of depth and perspective. While assessment of pupils' achievement is mentioned, the guidance is vague, and it does not offer advice as to how progress may be tracked and promoted. The very enthusiastic and committed co-ordinator has been in post for eleven months. She understands the need to review the scheme of work, but awaits forthcoming training before undertaking this task. Resources for art are good, easily accessible, and in good supply.
139. **Design and technology**
134. No design and technology was being taught during the inspection and so the judgements made are based on discussions with staff and pupils, scrutiny of displays, analysis of the scheme of work and planning, and evidence made available by the subject co-ordinator.
135. In Year 1, pupils work on product design relating to musical instruments. This work is extended in Year 2 where pupils work on structures, making good quality paper and clay houses. Where appropriate, there are good cross-curricular links with, for example, pupils in Year 3 reinforcing their knowledge of ancient Egypt as they use construction kits to make pyramids and their own versions of an Egyptian shaduf for raising water. In Year 4, the pupils have the opportunity to experience malleable materials when they make Celtic jewellery as part of their history project. Pupils in Year 5 extend their knowledge of structures and textiles when they make money-holders. The outcome of all these projects remained on display at the time of the inspection and the good work showed that pupils' attainment in making things is average for their age. Most pupils, including those with special educational needs or with a physical disability, make satisfactory progress across the school. This represents a modest improvement since the last inspection, when attainment at Key Stage 1 was sound overall. However, it was variable at Key Stage 2, where it was "occasionally above average, most often average, but with a significant amount of work below national expectations."
136. However, the elements of having an initial idea and translating this into a design using suitable materials, and evaluation and refinement of the final product, are not yet in place. There is, at present, often great similarity between the items produced and this limits the overall progress and levels of attainment in this subject. The recently appointed co-ordinator has identified these shortcomings and the good new scheme of work gives appropriate weight to the development of ideas through investigative,

analytical and evaluative activities, focused practical activities, and designing and making assignments. Appropriate attention has been given to recently published national guidance.

137. Teachers' planning, the range of work on display across the school and discussion with pupils, confirms that there is a positive response to this subject. Many projects show the results of sustained concentration and good collaboration. The full range of attainment is represented, with work adapted appropriately so that pupils with a physical disability or with special educational needs can be fully and safely involved.
138. The co-ordinator has clearly identified the areas for development, and the scheme of work that she has written is proving an effective tool for the continuing development of the subject. This is her first curriculum management post and she is already providing effective leadership and a clear sense of direction. She shows an understanding of the management skills necessary when working with colleagues with different levels of experience and skill in teaching this subject. It is clear from all the evidence available that teaching in this subject is at least satisfactory and sometimes good across both key stages. Teachers' planning is detailed and closely follows the scheme of work. There are good cross-curricular links, so that most products have a genuine purpose to which the pupils can relate. The number of projects per year has recently been reduced in order to allow more time for all the elements of the design and technology process to be in place. The range and quality of work suggest that teachers have high expectations in this subject. However, there is some inconsistency in the way in which the subject is taught, with some teachers teaching the subject at regular intervals throughout each term while others teach it in short focused blocks, as those for teaching geography and history.
139. Resource provision is very good, with tools accessible and yet stored in a fashion that takes full account of safety issues. Materials are in good supply.

Geography

140. As the result of the use of a blocked timetable, no geography was being taught at the time of the inspection in either key stage, with the exception of Year 2, where two lessons were observed. The judgements made are based on the evidence provided by a very small work sample, scrutiny of teachers' planning, discussions with staff and pupils and additional information provided by the subject co-ordinator.
141. Pupils' attainment is average for their age across the school in terms of the knowledge that they have, but their ability to record information is below average in Key Stage 1 and the early years of Key Stage 2. Knowledge is above average and recording average for older pupils. Taking all the evidence available into account this is judged to be a similar position to that found at the time of the previous inspection.
142. Progress is satisfactory across Key Stage 1 and it is at least satisfactory in Key Stage 2. In Year 2, pupils work on the differences between leisure and work, showing appropriate understanding for their age. They make plans of objects and understand a 'birds eye view'. They enjoy making accurate plans of the school and maps of their journey to school. Pupils in Year 3 use four-figure references to locate features in and around Colindale and by Year 5 they are using six-figure grid references confidently. Work produced by pupils in Year 5, working jointly with sixth formers from a local high school, showed attainment that was above average for their age. The pupils undertook successfully studies of the effects of erosion, deposition and transportation in the Dollis Brook. This work, recently returned from Barnet Professional Centre, where it had been on display, showed depth and quality, and indicated high teacher expectations. It was presented very well.
143. The response of pupils in the two lessons observed was unsatisfactory as the pupils had difficulty in concentrating for any length of time and they were quite restless and reluctant to contribute appropriately in discussion. In part, this was due to unsatisfactory teaching in one class and to a combination of pupils in the other who are currently creating difficulties that the school is developing strategies to address. However, all the evidence available and the response noted in other lessons during the inspection suggest that response to the subject is generally good and that the lessons observed were

not typical.

144. In the two lessons observed, at the end of Key Stage 1, teaching was satisfactory in one and unsatisfactory in the other. The unsatisfactory lesson lacked pace and challenge and the pupils made little progress. However, taking into account all the evidence made available teaching is at least satisfactory and often good in Key Stage 1. The Year 5 project and other evidence confirm that teaching is good in Key Stage 2. There is a very good scheme of work, and planning ensures that the geography curriculum is followed in sufficient depth within the timetabled blocks available. The curriculum is enriched by a wide range of visits to places of geographical interest, such as the school journey to Wales in Year 6, where the above-average attainment in this subject is consolidated through the study of the geology of the area. In addition, a wide range of local studies, with good cross-curricular links with history, is undertaken. For example, older pupils look at geological maps of the borough and consolidate their understanding of the early settlement, which was on higher, drier ground such as Greyhound Hill. Pupils with special educational needs and those with physical disabilities have access to the full curriculum with work that is modified to match their own specific needs. The co-ordinator brings knowledge and enthusiasm to her role and she has been successful in maintaining an appropriate amount of curriculum time for the teaching of geography. She is very adept at using her local connections to improve provision across the curriculum. She has ensured that there are appropriate curriculum links between geography and history.
145. Resource provision is good and appropriate use is made of information technology to access geographical information.

History

146. Owing to the school's use of a blocked timetable for humanities, no lessons were observed in Key Stage 1. Judgements are therefore based on lesson observations in Key Stage 2, scrutiny of teachers' planning, pupils' past work and work on display, and on discussions with staff and pupils.
147. The majority of pupils produce work that is broadly average for the ages of seven and eleven. They have a good knowledge and understanding of Egyptian society from the pharaoh down, and know that archaeologists 'dig up the past' to increase our knowledge of times long ago. They know how to find information using a variety of books and the computer to research the origins and purpose of archaeological finds. They are aware that artefacts other than portraits give evidence of contrasting life-styles, and are developing a satisfactory sense of chronology and change and continuity through time. They pick out similarities and differences in the life styles of rich and poor in Tudor times, and understand how knights came by their honours. In the drama workshop on ancient Egypt, they demonstrated their understanding of Egyptian society in their ability to take on and sustain their roles, for example, as Osiris waiting to judge the heart of the late pharaoh and acting as the treasures found in tombs. Their close observational drawings of Victorian artefacts show a good understanding of their purpose and use. When writing as English soldiers on the eve of the Battle of Agincourt, their poems show a satisfactory period flavour. Their brief accounts of a visit to the British Museum include a little personal research. Pupils' descriptions of Julius Caesar show their increasing confidence and competence in interpreting secondary sources.
148. Progress is satisfactory at both key stages, but particularly good when pupils are involved in 'living history' presentations like the Egyptian workshop or their role-play of Tudor life during a visit to Ashwell. Most make satisfactory gains in the knowledge and understanding of the factual content of the Programmes of Study, but the initial ventures into methods of enquiry and recording are not built upon sufficiently across Key Stage 2. The practice and uses of literacy skills are insufficiently reinforced, with few opportunities for written work. In some classes, pupils with special educational needs and those for whom English is an additional language make the same satisfactory gains because worksheets are adapted to meet their needs. In other classes, however, these pupils make little progress in reading secondary sources because there is insufficient support in the classroom.

149. In the lessons observed, pupils were seen to enjoy history. They are very attentive and well-behaved, listening carefully to their teachers and one another. They are keen to answer questions and make contributions, and very eager to get started. In a simulated 'dig' pupils showed great delight in the objects they recovered, discussing and sharing resources well. In the drama workshop, it would be difficult to find a better response, since pupils were completely enthralled and engrossed. Occasionally, when the introduction to a lesson is over-long, some pupils become restless and fidgety. A small minority of disruptive boys have silly squabbles over sharing books and chat on unrelated topics rather than working at the task set.
150. The quality of teaching in Key Stage 2 is satisfactory and often good. Teachers have good subject knowledge and understanding and demonstrate their enthusiasm, for instance, by producing a note on a replica of an Egyptian violin. Lessons are well prepared and organised and teachers make good use of available resources, including photographs and artefacts. They use questioning effectively, directing them to pupils of differing ability with an appropriate adaptation of spoken vocabulary. Their enthusiasm stimulates pupils' interest and sustains their attention and effort. Joint planning between classes in the same year group ensures a similar experience for all. When, occasionally, introductions are too long, there is insufficient time to complete the task set.
151. There is a very good scheme of work, giving clear guidance, so that teachers can plan lessons that take account of what has gone before and what is to follow. There are excellent links with other subjects of the curriculum, particularly with literature, and good use is made of information technology for research. The curriculum is very well enhanced by a variety of extra-curricular events, including 'living history' workshops, visits from theatre groups, visits to places of historical interest, and the use of local residents and resources. The pupils' research on family trees can be viewed on the world-wide web and teachers make good use of the richness of the diverse cultures in the classroom. A particularly notable initiative has been the involvement of pupils in the making of a CD-ROM on the history of Colindale. There is, however, inadequate provision made for the uses of literacy in the recording of written work. Informal assessment at the end of topics gives sufficient information to inform forward planning. The subject makes a very good contribution to spiritual and cultural development through the emphasis on drama and role-play and links with classic literature of the past, for instance, Shakespeare and Dickens. The co-ordinator has a very good understanding of the role, which is well-developed in terms of monitoring and evaluating provision and teaching. She is knowledgeable, and makes excellent use of her connections to improve provision in a multi-disciplinary approach. Resources, both books and artefacts, are good. Teachers' displays are informative and attractive. All available resources are used very effectively and the co-ordinator has persuaded a local charity to fund visits to places of historical interest.
152. The high standards observed at the previous inspection have been well maintained, when the constraints imposed by the current priority given to literacy and numeracy are taken into account.

158.

Music

153. No judgement on pupils' attainment was recorded in the last inspection report, which found that progress was good in both key stages. Teaching was good, and there was good provision for additional instrumental tuition. This situation remains broadly the same.
154. The standards pupils achieve are in line with those achieved by pupils of similar ages in Key Stage 1, and better than that in Key Stage 2. In Year 1, pupils have a good reserve of songs known by heart, but are slow to learn new ones. About half repeat the songs with spirit, while half follow more slowly. They can follow and repeat a rhythm, and understand how a refrain works. Singing is more tuneful in Year 2, where there is better understanding of rehearsal skills. In Year 3, they perform a round effectively, and can tap out rhythms from a tape-recording of unfamiliar music. They can identify a wide range of musical instruments, and are familiar with ways in which various drums work, and the effects which can be obtained. By the time they reach Year 6, pupils have some skill in identifying rhythms accurately. In performance, they take considerable trouble to develop a rhythm against contrasting patterns, and about half of them have some understanding of the basic arithmetic of counterpoint.

155. Pupils make good progress in all aspects of the performance and composition of music. As they get older, they show improving understanding of the requirements of ensemble work, as they compose musical pieces in groups. Their awareness of pitch improves, and their singing becomes more tuneful. They understand the need for pattern and control, and to follow a conductor. They build good rehearsal skills, and improve with practice. They learn to listen analytically, and by Year 6, many pupils can identify the sounds of different instruments, can talk about the parts they play, and the effect the music has upon the listener. Progress in listening and appraisal is not as good as in composing and performance - opportunities for evaluation are not routinely offered. Pupils with special educational needs are well provided with support to enable them to make similar progress to that of other pupils.
156. Pupils' response to music is good. They are eager to participate, and they make interested listeners. When they know what they are singing, they perform well in assemblies, and show enthusiasm. Even when they are excited in music lessons, in handling noisy instruments, behaviour is good, and they work particularly well when composing in groups.
157. The quality of teaching is always satisfactory, and often good or very good. All the teaching of music to classes is undertaken by a music specialist, and the effectiveness of her expertise is to be seen in the good progress which pupils make. She is a good model both vocally and at the keyboard, and can demonstrate effectively at the same time as leading or directing pupils in performance. There is a good scheme of work, which contains detailed guidance to teaching. However, there are no formal procedures for assessment of progress in music. Planning is careful, and resources are all in place when classes come into the room. The teaching of music is enhanced through the Key Stage 2 choir and the singing group in Key Stage 1. There is also provision for individual tuition in piano, violin, and brass. There are recorder groups led by other teachers in every year group from Year 2.
158. The instrument stock is satisfactory, in terms of drums and other percussion instruments. The stock of tuned instruments – keyboards and xylophones in particular – is limited, however. The accommodation for music is very good – with a designated music room, isolated from other classrooms but surrounded by small rooms – kitchen, storage cupboards, a print room – which can double as practice spaces.
159. Music supports pupils' social and moral development through the requirements of close teamwork as pupils compose, rehearse and perform together. Their spiritual and cultural development is enhanced through their contact with music from other cultures, and by the work of great composers.

165.

Physical Education

160. In the last inspection, standards of achievement were found to be in line with and often better than national expectation. In the eight lessons seen in this inspection in both key stages, attainment was never below the level expected for pupils' ages, and overall it was good. Progress was good.
161. Pupils in Year 1 were observed making up a series of dance movements like a variety of fireworks, sometimes with and sometimes without music. Once they had grasped the idea, most pupils took part enthusiastically and imaginatively. Year 1 pupils were also observed swimming. All pupils have water confidence and several do not need to wear armbands, being able to travel the whole length of the pool without stopping. They are learning the crawl stroke and all are able to move through the water using appropriate arm and leg movements. By Year 2 most pupils are confident and relaxed without any armbands. They were seen learning the backstroke and several can swim at least one length using the correct techniques. All pupils observed were able to swim at least two metres correctly before needing to stop. The great majority of pupils were able to dive and pick up a ring from one metre deep water. Pupils of all levels of attainment, including those with special educational needs or physical disability, make good progress in swimming because of the regular access that they have to this well-maintained and staffed facility.
162. Pupils in Year 3 were observed practising throwing and catching skills. All understand the skills

needed and the need to watch the ball and to move appropriately. About half of the pupils observed were able to throw and catch accurately and consistently over a variety of distances. Year 4 were seen developing the same skills using a beanbag. They threw the beanbag in a variety of ways and sometimes whilst moving. They were successfully and imaginatively devising their own team games using a beanbag and a hoop. Year 5 were seen in a gymnastics lesson, developing a series of movements involving pulling and pushing and balancing against a firm surface, practising making controlled landings using correct and safe techniques. Another Year 5 group was observed in a swimming lesson. They are very confident in the water. More than half of the pupils were able to swim eight lengths of the pool without stopping, using an effective backstroke technique, though the rest had to stop at least once during each length. All pupils were able to make a surface dive to retrieve a plastic ring from the bottom. Year 6 were seen in a dance lesson. Their dance was linked to their Victorian studies in history and they were working in pairs to devise and perform a sequence of three movements based on machinery found in a Victorian factory. All the pupils succeeded in devising a sequence. The better pairs were conscious of the type of movements needed, and developed an impressive sequence which was interrelated, involved a range of whole-body movements, circular, horizontal, vertical, and at a variety of levels, in the air, on the ground, and from side to side. Pupils with physical disabilities are given the same opportunities to extend their physical skills and to play a full part in these lessons as other pupils. For example, working on the floor with an able bodied pupil to devise a game for throwing a bean bag into a hoop at the same time as other pupils work on the same exercise. Pupils responded and behaved well in the lessons observed.

163. Overall the quality of teaching is good. In the lessons seen, it was never less than satisfactory and in 75 per cent of lessons it was good or even very good. Teachers show satisfactory subject knowledge, and their lessons are well planned with clear learning objectives. The swimming instructor is well-qualified and has a good range of teaching skills.
164. There is a useful policy, and the scheme of work covers all elements of the National Curriculum. The school's other accommodation is supplemented by a good indoor swimming pool and a well-thought-out swimming programme. Teachers pay careful attention to safety issues, such as wearing the correct kit, not wearing jewellery, and carrying equipment the correct way. Resources are very good and include large gymnastics equipment, as well as a wide range of small items, like balls, bats and hoops. Storage is a problem, but future building developments should resolve that issue.
165. The physical education co-ordinator is knowledgeable and enthusiastic and is keen to continue to raise standards. The very comprehensive scheme of work has been chosen on advice from the Local Education Authority Professional Development Centre. The school has benefited from being a 'Top Sports School', gaining advice, in-service training and a variety of equipment.

The physically disabled unit

166. The physically disabled unit is a centre of excellence and a strength of the school.
167. The school is the designated centre in the London Borough of Barnet for the integration of physically disabled pupils into a mainstream primary school. Apart from periods of physiotherapy and other specialist provision, the eight pupils currently attending this fourteen-place unit are totally integrated into the normal life of the school. Pupils are able to benefit from the use of the school indoor swimming pool. Seven pupils are in Key Stage 2 and one attends the nursery. The provision is an integral part of the school and it is a very good example of all that can be achieved when all staff are committed to the total integration of all pupils.
168. The unit supports pupils with a range of physical disabilities, and the primary disability is usually cerebral palsy, with other associated difficulties such as spastic quadriplegia, impaired eyesight, short stature, slow speech, bilateral dislocation of the hips, and epilepsy. The school has also provided support for a pupil with Duchenne's muscular dystrophy. In order to achieve the level of successful integration that was observed during the inspection, the school has had to make effective provision to meet a wide

range of learning difficulties associated with the disabilities outlined.

169. Each pupil has a Statement of Special Educational Need that has been translated into a well-produced Individual Education Plan with clearly written and achievable targets. Pupils make good progress towards achieving these, assisted by their individual learning support assistants. The support of outside professionals such as paediatricians, physiotherapists, speech therapists and the school educational psychologist, all make an important contribution to the success that is being achieved. They hold the work being done by the management and staff of the school with these pupils in high esteem. The physiotherapists provide the special educational needs co-ordinator and the learning support assistants assigned to each individual pupil with programmes of activities. This ensures that the input of these outside professionals has greater impact than would be the case if the pupils were totally reliant on the twice-weekly sessions that they are able to provide.
170. The level of integration achieved is so successful that it often makes pupils with physical disabilities inconspicuous in class, even where they are using a special frame for walking and/or support, a modified desk or a wheelchair. This is a community where all pupils are valued for themselves, both by staff and by other pupils. As a result, the self-esteem of these pupils is high and their behaviour is very good. They are frequently seen working collaboratively with other pupils, for example, when identifying liquids in science, or in a physical education lesson where they have to develop a sequence of movements.
171. One illustration of the way in which integration works so successfully was a workshop on ancient Egypt provided by the Ricochet Theatre Group. This was a very active session involving pupils in taking a wide range of different roles. During the morning the class built pyramids, they met Pharaoh, visited the tomb of Tutankhamun, and so on. The class acted out the final ceremonies after the death of Pharaoh. He came to face the god Osiris and his heart was weighed to see if it was light as a feather and he could enter into the life to come. There, seated on his throne - his wheelchair - and magnificently robed, was the god Osiris, who played his important role very well.
172. All teachers have received appropriate training to enable them to work safely and effectively with the physically disabled pupils in their classes. For example, the school recently hosted a professional day entitled 'Supporting children with cerebral palsy in a mainstream school.' The quality of teaching that these pupils receive is very good and is the key factor in the good progress that they make. They are supported well by the team of eight well-trained and committed learning assistants who work with them. Pupils' confidence is built up as their skills develop through the individual learning programmes prepared for them and as their social skills improve. The pace at which this is achieved is a tribute to the enthusiasm and commitment of all the staff involved in their education. Meticulous planning and excellent liaison between teachers, therapists, support assistants and parents give each pupil the best possible opportunity to fulfil his or her potential. The evident trust that the staff have in one another's expertise results in a high level of flexibility, with planning meetings taking into account changes in individual pupils' attitudes, new likes or dislikes, and progress made in specific areas.
173. The headteacher is also head of the unit, and since his appointment seven years ago has seen the provision for physically disabled pupils improve significantly. He is knowledgeable and has a clear vision of just how physically disabled pupils should be integrated and valued for the whole persons they are. He has been successful in turning that vision into reality. He works very closely with the special educational needs co-ordinator who is responsible for the day-to-day functioning of the unit. She provides very good leadership and ensures that the needs of these pupils are always in the forefront of provision and planning. At one time, the disabled pupils had limited access to different areas of the school and toilet facilities consisted of a normal toilet with the door removed and a curtain in its place. Doors could not be easily opened and the school was not suited to the purpose for which it was being used. With the close co-operation of the local education and health authorities the school has been modernised and a new junior section added, with the alterations taking into specific account the needs of physically disabled pupils. For example, all doors, except those into the 'new hall', open automatically, there is wheelchair access to all parts of the building, apart from this hall, and there is a purpose-built disabled toilet. There is a need for the provision of more disabled toilets as the present provision comes under considerable pressure at break and lunchtimes. In addition to the swimming pool there is a

specially equipped 'stretch room' for physiotherapy, although this is really too small to be fully effective. Resource provision is good, with, for example, all physically disabled pupils having access to computers suited to their needs and with appropriate chairs, frames and tables available to enable them to work effectively.

174. Timetabling to achieve this degree of integration is complicated and based on an integration model of main school time plus regular withdrawal sessions. For example, while a pupil will spend much of his or her time working in mainstream literacy, numeracy and drama lessons they may be also receiving a daily activity programme. On a typical day this might include: stretches, hip lifts, tummy games, kneeling games, work on posture, and transfer activities to encourage the pupil to take his or her own weight. The pupils follow the full National Curriculum to the best of their ability.
175. The school endeavours to ensure that there is always backup for individual pupils by having them work with a number of different learning support assistants as they move through the school, so that if one person is absent there is always another adult who is fully familiar with their needs. This also helps prepare them for the different regime that they will experience at high school. There are good links with one local high school that makes special provision for physically disabled pupils, and most transfer there.
176. There is insufficient provision for speech therapy. The school has plans to build new facilities for the physically disabled so that, for example, the 'stretch room' will be large enough to allow a pupil to leave the bed and practise walking skills effectively. Additional toilet, sluicing and medical facilities are also planned.
177. Parents are extremely supportive of the work of the unit, feeling that they are very much partners in the education of their children. Frequent consultation meetings (never less than termly) mean that parents are involved well in the planning, implementation and evaluation of their children's Individual Education Plans.

183. **PART C: INSPECTION DATA**

183. **SUMMARY OF INSPECTION EVIDENCE**

178. A team of six inspectors inspected the school over a four and a half day period for a combined total of 25 days. Before the inspection, the registered inspector met the chair of the governing body and the staff of the school. A meeting attended by 12 parents was held, and an analysis was made of 58 responses to parental questionnaires.

179. During the inspection, 87 lessons or parts of lessons were observed. A group of pupils from each class was heard reading aloud, either individually or within the literacy hour. Discussions were held with pupils about their work in a range of subjects across the curriculum. The primary focus of the inspection was literacy, numeracy and the core subjects of English, mathematics, science, information technology and religious education. The non-core subjects of art, geography, history, music and physical education were seen when time permitted. Design and technology was not being taught during the half-term in which the inspection took place, and geography was only being taught in Year 2. Behaviour was observed in classrooms, in the playground, and around the school. Informal discussions took place with pupils at lunchtime and with parents. Pupils' work was examined during lessons, and the work of three pupils from each class was scrutinised. In all, 82 hours was spent in classrooms observing lessons, in evaluating work and in discussions with pupils. In addition, the inspection team considered the effectiveness of the provision made using funds from the Section 11/Single Regeneration Budget. The physically disabled unit was also inspected.

180. A further 36 hours was spent on the collection of additional evidence, including a number of interviews and discussions with members of the governing body, the headteacher, teachers, and some of the non-teaching staff. Teachers were given individual feedback about the quality of their work. The school's policy and planning documents, information relating to the governing body, lesson plans, assessment records, financial details, information for parents, attendance registers and accident records were scrutinised, and the school's arrangements for child protection and health and safety were examined.

187. DATA AND INDICATORS

187. Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	383	12	160	83
Nursery Unit/School	21.5	1	2	0

187. Teachers and classes

187. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	21.6
Number of pupils per qualified teacher:	17.73

187. Education support staff (YR – Y6)

Total number of education support staff:	10
Total aggregate hours worked each week:	285

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

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	21.5

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

Total number of education support staff:	1
Total aggregate hours worked each week:	33
Average class size:	27.4

187. Financial data

Financial year:	1998
	£
Total Income	986,374
Total Expenditure	944,225
Expenditure per pupil	2,048.21
Balance brought forward from previous year	92,062
Balance carried forward to next year	134,211

188. PARENTAL SURVEY

Number of questionnaires sent out:	383
Number of questionnaires returned:	58

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	29	60	8	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	28	55	14	3	0
The school handles complaints from parents well	14	45	33	5	3
The school gives me a clear understanding of what is taught	33	41	23	3	0
The school keeps me well informed about my child(ren)'s progress	28	47	18	5	2
The school enables my child(ren) to achieve a good standard of work	21	48	19	10	2
The school encourages children to get involved in more than just their daily lessons	33	52	11	2	2
I am satisfied with the work that my child(ren) is/are expected to do at home	31	29	21	16	3
The school's values and attitudes have a positive effect on my child(ren)	29	47	22	0	2
The school achieves high standards of good behaviour	24	52	21	3	0
My child(ren) like(s) school	55	40	5	0	0