

INSPECTION REPORT

**CLERKENWELL PAROCHIAL C of E PRIMARY
SCHOOL**

Islington, London

LEA area: Islington

Unique reference number: 100436

Headteacher: Martin Thorn

Reporting inspector: Graham Haynes
18064

Dates of inspection: 31/01/00 – 3/02/00

Inspection number: 188626

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Amwell Street

London

Postcode: EC1R 1UN

Telephone number: 0171 837 1824

Fax number: 0171 713 6856

Appropriate authority: The governing body

Name of chair of governors: Father Paul Bagott

Date of previous inspection: 1-5th July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Graham Haynes	Registered inspector	Mathematics	What sort of school is it?
			How high are standards? School results and achievements
			How well is the school led and managed?
			What should the school do to improve further?
Deborah Pacquette	Lay inspector	Equal opportunities	How high are standards? Pupils' attitudes, values and personal development?
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
John Sangster	Team inspector	Science	How well are pupils taught?
		Geography	How good are the curricular and other opportunities offered to pupils?
		History	
Piers Bilston	Team Inspector	English	
		Information and Communication Technology	
		Design and Technology	
		Physical Education	
Sally Handford	Team inspector	Art	
		Music	
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		Special Educational Needs	
		English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clerkenwell Parochial Primary School is about average size having 208 pupils of ages 4 to 11 years in seven classes. There are equal numbers of boys and girls. It is a voluntary aided Church of England school serving the local community of Clerkenwell, from which the majority of pupils are drawn. The school has a tradition going back over 300 years and is justifiably proud of its history. The site is cramped and the buildings are listed for their historic importance. In recent years the number on roll has remained steady and demand for places has exceeded availability. Pupil mobility is low.

The current ethnic background of pupils is strongly white (87%) but the remaining percentage represents a diverse mixture of backgrounds. There is an average number of pupils (32) on the school's register of special needs; two of whom have Statements of special educational need. Pupils' attainment on entry is broadly in line with what might be expected of four year-olds although there are variations around this level. Most children receive access to pre-school education before entering the school. The number of pupils from ethnic minorities (28) and those for whom English is an additional language (19) is higher than the national average but relatively low for the area, reflecting the stable nature of the local community and its church connections. The percentage of pupils known to be eligible for free school meals (25%) is broadly in line with the national average.

HOW GOOD THE SCHOOL IS

Clerkenwell Parochial Primary is effective in providing a satisfactory standard and quality of education in most subjects. Good standards in English, very high swimming standards and very positive pupils' attitudes are strengths. Standards in science at Key Stage 2 and ICT throughout the school are unsatisfactory. The school provides satisfactory value for money.

What the school does well

- At Key Stage 2, pupils' attainment in English is above the national average; their writing is very good. In comparison with similar schools: pupils' test results are well above the national average in English, and above in mathematics.
- At Key Stage 1, pupils' attainment in reading is above the national average. In comparison with similar schools: pupils' test results are well above the national average in reading, and above in writing.
- Pupils throughout the school make good gains in their achievement in writing; their listening skills are good; they have good numeracy skills; make good progress in art and music; and achieve very high swimming standards.
- The quality of teaching was good or better in nearly half the lessons observed and across a range of subjects. The National Literacy and Numeracy Strategies are being implemented well. There is good monitoring of test scores in mathematics to set targets and raise standards.
- Good pastoral leadership of headteacher, staff and governors results in very positive pupils' attitudes. Pupils' behaviour is very good. Relationships between pupils, and staff and pupils are very good. There are positive and open relationships with parents.
- Good curriculum provision in music, swimming and extra-curricular activities.
- Very good use is made of local facilities supporting sporting links with the community.
- Good provision for pupils' moral and social development and good procedures for their welfare, support and guidance.

What could be improved

- The overall quality and consistency of teaching.
- The curriculum and the teaching and learning of ICT throughout the school.
- In science, the standards being achieved by pupils in Key Stage 2.
- The rigour and extent of monitoring and evaluation of the school's performance by the governing body, headteacher and staff with management responsibilities, with a particular emphasis on raising the overall quality of teaching.
- The role of the governing body and subject co-ordinators; and contact with parents of pupils with special educational needs.
- Pupils' attendance rates.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory overall improvement since the last inspection. In comparison with similar schools, high standards have been maintained in English and mathematics. Teaching quality has improved – there is less unsatisfactory teaching and the overall standard is better. Some key issues have been tackled successfully. The quality of the assessment of pupils' attainment has improved in English and mathematics with data being used to good effect to inform future work. The School Improvement Plan has more clearly defined priorities and closer budgetary links. Several features of the accommodation have been improved. The major areas still needing improvement are included in what the school could improve further.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	A	B	B	A
Mathematics	B	C	C	B
Science	C	D	D	D

<i>Key</i>	
well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The school's results show that standards in English have remained above the national average. In mathematics standards are in line with the national average. Science standards are too low and remain below the national average. The 1997 cohort of pupils contained more than the usual number of capable pupils. In comparison with similar schools, Clerkenwell's standards are well above average in English; above average in mathematics; and below average in science. In addition to targets being set for Year 6 pupils, the school has set ambitious targets for each class in English, mathematics and science, and is on track to meet these. Particularly good standards were seen in swimming, writing, listening and numeracy skills throughout the school. Standards are unsatisfactory in science at Key

Stage 2 and in ICT throughout the school. Satisfactory standards are being achieved in all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: pupils enjoy school; they are motivated and keen.
Behaviour, in and out of classrooms	Very good: pupils are courteous, friendly and helpful.
Personal development and relationships	Very good: pupils show good initiative and respect each other.
Attendance	Unsatisfactory: for a persistent minority of pupils.

A strong and positive feature of the school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Good

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

The quality of teaching in English is satisfactory at both key stages but varies from being good to unsatisfactory. In mathematics, teaching quality is satisfactory in Key Stage 1 and good in Key Stage 2. Overall, 88 per cent of teaching is satisfactory or better; 45 per cent is good or better, particularly in Year 6 and Year 1 classes; 10 per cent is very good or better; and 12 per cent is unsatisfactory or poor and confined to Year 5, Year 2 and Reception classes. Strong features include pupil management and the teaching of literacy and numeracy skills at both key stages. The best teaching contains high expectations for pupils' learning and good pace, particularly in Key Stage 2. Weaknesses include the teaching of ICT and a lack of challenge, pace and high expectations for pupils' learning. The school meets the needs of all pupils satisfactorily. Particular strengths in pupils' learning are in writing and mathematics at the end of Key Stage 2; in creative work in art and music; and swimming throughout the school. Particular weaknesses are in investigative work in science; and in ICT because of unsatisfactory learning opportunities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory: statutory requirements in ICT are not met; and too few opportunities for pupils to develop speaking skills and investigational skills in science.
Provision for pupils with special educational needs	Satisfactory: equality of access to the curriculum; good support by SENCO.
Provision for pupils with English as an additional language	Satisfactory: equality of access to the curriculum; good support by teachers.
Provision for pupils' personal development	Satisfactory provision for spiritual and cultural development. Good provision for moral and social development.
How well the school cares for its pupils	Good: comprehensive procedures in place for welfare; safety and child protection are strong.

The school has a satisfactory partnership with parents. Strengths include the good parental involvement in the school's work and the quality of information provided about pupils' progress. A weakness is the lack of formal links with parents of pupils with special educational needs. Particular strengths in the curricular and other opportunities offered to pupils include swimming; the implementation of literacy and numeracy strategies; the number of extra-curricular activities; and the use of the locality and local facilities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory: pastoral leadership is particularly strong; the school has clear commitment to good relationships and equality of opportunity for all; curriculum leadership is of an inconsistent quality.
How well the governors fulfil their responsibilities	Unsatisfactory due to statutory requirements not being met in the curriculum, and teaching and learning of ICT; role is developing.
The school's evaluation of its performance	Unsatisfactory due to the lack of rigorous monitoring and evaluation of teaching; good monitoring of English and mathematics test results.
The strategic use of resources	Satisfactory; careful financial management takes place.

The school is well staffed and satisfactorily resourced. Accommodation deficiencies are compensated for by the very good use of local facilities and the promotion of swimming throughout the school. Strengths in leadership and management include the informal contacts between governors and school; the use of pupils' test results for target setting, especially in mathematics; and improved development planning. Particular weaknesses include the formal working and the development of the role of critical

friend by the governing body; the role of subject co-ordinators, especially in relation to the monitoring and evaluation of teaching; and the use of new technology. The school satisfactorily applies the principles of best value, particularly to major projects.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard and achieve their best • The good teaching • Their children liking school • Feeling comfortable about approaching the school with questions or a problem • Behaviour in school is good 	<ul style="list-style-type: none"> • The range of activities outside lessons

The inspection team agrees with what pleases parents most, with some reservations about the quality of teaching, but disagrees with what parents would like to see improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children's attainment on entry to the school is generally in line with that expected for their age. Most have had pre-school experience, which assists their overall development. This pre-school experience has been an increasing trend in recent years. Children make satisfactory progress and most are on course to attain the standards recommended in the Desirable Learning Outcomes by the time they reach the age of five.
2. Attainment in English is in line with the national average at the end of Key Stage 1 and is above the national average by the end of Key Stage 2. Pupils throughout the school make particularly good gains in their achievement in the content, accuracy and presentation of writing. General standards have improved since the previous inspection in 1996. In comparison with similar schools at Key Stage 1, pupils' standards are very good in reading and good in writing. At Key Stage 2 pupils' standards are very good in English.
3. Inspection findings are similar to 1999 national test results, where attainment in Key Stage 2 was above average and, in Key Stage 1, writing was in line with and reading above the national average. The trend in National Curriculum tests over three years is broadly stable at both key stages, other than in 1998 when results were well above in reading and writing at Key Stage 1. However in reading, standards are broadly average with higher attaining, average and lower attaining pupils reading at expected levels at both key stages. Pupils' listening skills are good at both key stages and their speaking skills are satisfactory.
4. In mathematics at the end of Key Stage 1 the standard of pupils' work is in line with the national average. The inspection findings show broad similarity with national test results over time. From 1996 to 1999 pupils' performance has been a little above the average, but fell below this level last year due to the group containing a larger than usual number of pupils of below average ability in mathematics. In 1999 the percentage of pupils reaching Level 2 or above was above the national average but fell below the national average at higher levels. In comparison with similar schools, 1999 national test results were broadly in line with the average, but again this standard of performance fell away at the higher levels.
5. At the end of Key Stage 2 the standard of pupils' work is in line with the national average, continuing the level of recent national test results and trends over time. In comparison with similar schools, 1999 results were above the national average. Inspection findings show that there is a significant minority of pupils working towards achieving higher attainment by the end of the academic year, for example, in work on angles and shapes.
6. The performance of girls and boys follows the national average, with those in Key Stage 1 doing better than this until last year when results were lower than preceding years. Throughout the school, pupils show good numeracy skills and knowledge. These abilities are frequently seen during numeracy lessons, for example, during a Year 3 lesson on angles. Pairs of pupils used mental calculations well to help determine the number of degrees in more than one right angle.
7. Since the previous inspection, overall standards of pupils' work have dropped at the end of Key Stage 1 to be in line with the national average. This variation is due to the differing ability of year groups of pupils. Overall standards of pupils' work are improving at the end of Key Stage 2. There

is a significant minority working towards achievement above the national average. Pupils' good knowledge of numbers has been maintained successfully throughout the school.

8. Pupils' achievement over time is taking place satisfactorily as pupils move through the school. In the current year groups, this progression is less well-developed in lower Key Stage 2 classes. A contributory factor has been the periods of staffing changes, which have resulted in some discontinuity of learning, now resolved. There is little evidence from lesson observations to suggest that pupils capable of higher achievement are being extended sufficiently in most classes.
9. In science, the 1999 National Curriculum teacher assessments at Key Stage 1 showed the number of pupils achieving the expected Level 2 was above the national average. The number achieving the higher Level 3 was well above the national average. The results were well above those of similar schools. Inspection findings show that standards in science are satisfactory at the end of Key Stage 1. Pupils in Year 2, for example, understand about life processes from their study of the reproduction and growth of beans; they record their observations satisfactorily.
10. Test results at the end of Key Stage 2 were below average both nationally and when compared with similar schools. This has been a consistent trend over the last four years. Inspection findings confirm this situation with pupils' attainment being unsatisfactory at the end of Key Stage 2. Pupils' work shows that they have a satisfactory knowledge across the programmes of study; for instance they are able to classify living beings and understand the concepts of habitat and food chain. However, they have not developed the necessary skills as highly as they should. This was also a weakness at the time of the previous inspection. Current pupils in Years 3 and 4 are now beginning to develop an understanding of fair testing, for instance when measuring the rate at which water passes through different materials. Progress slows in Year 5, where the tasks do not always challenge pupils or give them opportunities to develop their investigational skills. Good teaching in Year 6 enables pupils to make good progress at this stage. There is no significant difference between the performance of boys and girls at both key stages. At the time of the previous inspection attainment at both key stages was in line with expectations, although the published test results indicated that attainment was below the national average.
11. At Key Stage 1 pupils' standards of work are very high in swimming; and in line with expectations in art, design and technology, geography, history and music. In comparison with the previous inspection there have been improvements in the standards of pupils' work in art, while standards in design technology, geography, history, music and swimming have been maintained.
12. At Key Stage 2 standards of pupils' work are very high in swimming; and in line with expectations in art, design and technology, geography, history, and music. In comparison with the previous inspection there have been improvements in standards of pupils' work in art and geography, while standards in design technology, history, music and swimming have been maintained.
13. The school is maintaining standards in English and mathematics at Key Stage 2 but is not performing well in science. Pupils' performance is meeting, or exceeding, the levels set by the National Curriculum with the exceptions of science at Key Stage 2 and ICT throughout the school. ICT remains a key issue for development. This is despite improvements in the training of staff and the recent improvement in quantity and availability of resources since the previous inspection.
14. The school has set challenging targets in English and mathematics based on the good level of monitoring and evaluation of the previous achievement of pupils. The school is on track to meet these challenges as exemplified by recent improvements in overall standards in these subjects at the end of Key Stage 2.

15. National test results for pupils for whom English is an additional language are no different from those achieved by their peers. They make satisfactory progress, in line with their peers at both Key Stage 1 and Key Stage 2. Pupils with special educational needs make satisfactory progress towards the targets in their individual education plans. There are no significant differences in the standards achieved by pupils of different gender or ethnic background.

Pupils' attitudes, values and personal development

16. Pupils' attitudes to the school are good. They enjoy coming to school and are motivated, keen to learn, listen well in lessons and enthusiastic. Pupils show interest in a large range of activities both in school and externally, for example, the school choir performs at a number of events both at Christmas and Easter. Pupils also participate in football, swimming, dancing, hockey and basketball. Pupils' interest and involvement in these activities have a positive impact on their attainment and progress.

17. Pupils' behaviour in the classroom and when moving around the school is very good. They are courteous, friendly and helpful, and respond very well to the high expectations of staff. Their behaviour is beneficial in creating an atmosphere free from oppressive behaviour, following school policy consistently. Staff control and management of pupils are good. Expectations are applied effectively resulting in the school being an orderly community. Despite having cramped playground areas, the conduct of pupils is always satisfactory and frequently better. Movement around the school, up and down stairs, is very orderly and supervised well by pupil monitors.

18. Pupils show good initiative and personal responsibility. Their personal development and relationships are very good being encouraged through personal health and social education, circle time, assemblies, day and residential trips. They are encouraged to pursue hobbies and interests. Pupils are involved in the daily routines of school, for example, in distributing registers and having classroom tasks to perform. Pupils help each other and have a very good understanding of the impact of their actions on others. They work well together in groups and respect the views of each other. They happily play together in the playground and undertake group chores, like tidying up after an activity and acting as monitors for the stairs in order to ensure safety. Pupils are keen to take responsibility and show initiative for a number of tasks around the school. They respect each other's feeling, values and beliefs. This was evident at assembly during the week of the inspection. There is a high degree of racial harmony thanks to the hard work of all staff in promoting this atmosphere.

19. Very good relationships exist in the school between pupils, and also between pupils and adults. Staff know the pupils well. Pupils show respect to staff, each other and visitors. Pupils with special educational needs have good relationships with those who support them, and try hard to achieve. Pupils become more confident as they get older.

20. Parents support the view that behaviour in the school is very good. They confirm that the school promotes good attitudes and Christian values. These high standards of pupils' attitudes and behaviour are linked to them being clear about the way they should behave; successful links exist between home and school, especially the frequency of informal contacts. In the many lessons where the quality of teaching is good or very good, pupils are particularly engaged in their work and encouraged to perform well.

21. Levels of attendance are unsatisfactory. The school has a comprehensive policy for registration, attendance and punctuality, and has implemented good strategies for monitoring, however

attendance is a relative weakness of the school. Figures are improving, but remain below the national average. Despite the efforts made by the school, and liaison with the welfare officer, there remains a minority of pupils whose attendance is unsatisfactory. There have been no exclusions since the previous inspection.

HOW WELL ARE PUPILS TAUGHT?

22. The overall quality of teaching is barely satisfactory despite a good improvement having taken place since the previous inspection in 1996. Current observations showed a high proportion of the teaching, nearly one half, was good or better, and in one in ten lessons teaching was very good. There were examples of good teaching in most subjects and in both key stages, but particularly in Year 6 and Year 1. However, this standard was not consistent throughout the school. Teaching in one in nine lessons was unsatisfactory and confined to specific year groups within each key stage: Year 5; Year 2; and Reception. In 1996, teaching was unsatisfactory in twice as many lessons and the proportion of good teaching was lower.
23. The overall quality of teaching of the children under five years of age is satisfactory. Good teaching was seen in language, literacy and mathematical activities, for example, during a lesson on using the phrases of 'more than' and 'less than'. These lessons contained brisk pace and tasks closely matched to the individual needs of the children. Unsatisfactory teaching was characterised by insufficient attention given to checking that children understood the task and knew what was expected of them.
24. Teachers' management of pupils is a strength in both Key Stages 1 and 2. This leads to pupils' showing a good interest in their learning and keeping their concentration well during lessons. Teachers encourage pupils to make an effort. Sometimes, particularly at Key Stage 1, teachers' expectations are not high enough and pupils do not gain sufficient insight into their own learning, or develop independence. This results in pupils' productivity and pace of working being better at Key Stage 2 than Key Stage 1. An example of good practice was seen in Year 6. Pupils worked well in groups to turn their ideas about the rate at which solids dissolved into a form that could be investigated. The teacher offered good support to the groups. Resources from which pupils could choose were readily available and pupils were enabled to work together well to reach their conclusions. Similarly, in a Year 3 music lesson the specialist teacher had high expectations of pupils. They responded well, experimenting with a range of percussion instruments to compose a piece of music on weather.
25. The overall quality of teachers' planning for the teaching of literacy and numeracy is satisfactory. It is good for numeracy at Key Stage 2 where detailed planning contains clear teaching and learning objectives. Teachers are implementing the strategies for literacy and numeracy well, although there are variations within key stages. For instance, in a Year 2 lesson, activities on the present and past participles of verbs were at an inappropriate level for the pupils, and opportunities were missed to focus on spelling and rhyming patterns. There is a particular strength in the organisation of group work in literacy lessons. Teachers in Years 3 and 4 use additional literacy support staff well and good support is also provided for groups of pupils with special educational needs.
26. Teachers assess pupils well during the course of lessons and modify their teaching accordingly, which contributes to pupils' progress. Marking of their work is satisfactory, as is the homework teachers set. However, because teachers do not set clear individual targets, pupils are not able to take full responsibility for their own learning.

27. The weaknesses in teaching are similar to those identified in the previous inspection, that is a lack of challenge and slow pace in lessons, with low expectations of pupils. For instance, in a Year 5 science lesson, practical work to investigate the differences between solids, liquids and gases was preceded by a simple cut and paste activity, which took up too much time. This resulted in pupils not completing the practical task. The unsatisfactory use of time prevented a better understanding of the concept being taught. In a handwriting lesson in Year 5, pupils were asked to concentrate on the formation of the numerals 1 to 9, a skill that had been mastered several months ago.
28. Teaching is good in a range of subjects: design and technology, swimming, art, specialist music lessons, and in mathematics, where work is matched well to pupils' needs. It is satisfactory in English, science, and in geography at Key Stage 1. There is good quality of teaching at Key Stage 2 in geography. In this subject teachers use their knowledge well, particularly of the school's immediate locality, to develop pupils' understanding. This understanding is further extended in Year 6 by a study, which challenges pupils to think about the contrasting style of life in an Indian village. There was insufficient evidence to make a judgement of the teaching of history. There are weaknesses in the teaching of ICT, both in teachers' knowledge of the subject and the opportunities they provide for pupils to develop their skills. For example, in a Year 2 lesson the teacher had insufficient knowledge or skill to support pupils as they tried to record the results of a measuring experiment on the computer. In a Year 5 lesson too much time was lost as the software was loaded due to the insufficient memory of the computer. It was difficult for all pupils to see what was happening as they huddled around two screens. In contrast, in a Year 1 lesson the teacher used the computer well to teach pupils how to extract information from a picture. Teachers also plan insufficient opportunities for pupils throughout the school to develop their library reference skills and independence of learning, or to develop their speaking skills both in English and other subjects.
29. Pupils generally acquire knowledge, skills and understanding satisfactorily. The acquisition of learning is particularly notable in mathematics at the end of Key Stage 2 because of the good planning and teaching taking place in Year 6. Pupils' learning is less well developed in gaining a good understanding of investigative methods in science because these skills have not been taught progressively throughout the school. Their development of information technology skills is unsatisfactory because the full range of the curriculum is not taught.
30. Pupils' creative effort is good. In music they develop good expertise and learning in all elements of the subject. They work well in art. A particularly good example of their creative work was seen in design and technology, where Year 6 pupils have designed, made and evaluated slippers of different designs. Pupils throughout the school make a good physical effort in the excellent swimming provision.
31. At both key stages, teachers adapt work to meet the needs of pupils with special educational needs. Teachers are aware of the targets in the individual education plans and provide pupils with suitable work, especially in the literacy and numeracy lessons. They are aware of any social, behavioural or emotional needs that the pupils might have, and generally manage these pupils well. The special educational needs co-ordinator provides good in-class and withdrawal support, and uses effective strategies to enable special educational needs pupils to access the curriculum, and to make progress towards meeting the targets in their individual education plans. There is satisfactory support for the pupils with statements of educational need. Pupils for whom English is an additional language perform at the level of their peers and learn at the same rate.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

32. The overall quality and range of the learning opportunities the school provides for its pupils are unsatisfactory because statutory requirements in ICT are not being met.
33. The provision for children under five years of age gives children satisfactory access to the experiences recommended in the Desirable Learning Outcomes and prepares them for entry to the National Curriculum. Due to space restrictions, there are limitations on the opportunities for children to play outdoors and explore through first hand experiences, such as climbing and sliding.
34. There is equality of access for all pupils to all areas of the curriculum. The school has strengths in the quality and range of its provision for music, in its excellent sporting links and for swimming. Daily lessons take place for all pupils in literacy and numeracy. The National Literacy and Numeracy Strategies are being implemented well. This effective implementation is having a positive effect on standards, particularly on pupils' writing. The school also provides effective additional literacy support for pupils identified as requiring more help.
35. The school does not meet the statutory requirement to teach the full range of the National Curriculum in ICT in Key Stages 1 and 2, nor are ICT skills applied across the curriculum. All other statutory requirements are met. The shortcomings in art and design and technology identified in the previous inspection have been remedied. However, the weakness in ICT means that the curriculum is not sufficiently broad and balanced. The school's efforts to improve ICT provision are not helped by repeated problems with the reliability and performance of the hardware, and the length of time taken to remedy difficulties. There are also insufficient opportunities across the curriculum to develop pupils' speaking skills, and opportunities to learn investigative skills in science need developing further.
36. Pupils with special educational needs are provided with equal access to the curriculum through work that is adapted to meet their needs, or through working in groups where they can be helped and supported by their peers. The special educational needs co-ordinator, when working with groups or individuals, ensures that resources and tasks are appropriate to their needs and ability. She uses a variety of effective strategies to ensure that pupils' confidence is maintained and learning opportunities maximised, through, for example, well-selected questioning, and the use of positive feedback and praise.
37. There is a good range of extra-curricular activities to support pupils' learning and enrich the curriculum. A minority of parents thought the range was limited, but inspection judgements do not endorse this view. Extra-curricular clubs include a wide range of musical activities, such as the choir, recorders and three guitar clubs. There are dance, drama and art opportunities, as well as swimming and an after-school sports club, consisting of football, hockey and basketball. Good use is made of local facilities, as well as support provided by the Cripplegate Foundation to fund some of these activities.
38. The school makes very good use of its locality and proximity to Central London for educational visits, which support pupils' learning, particularly in history and geography. Local businesses have given help to the school. The links with the church make a valuable contribution pastorally and in providing opportunities for pupils' spiritual development. The school uses local facilities very well for its physical education and extra-curricular activities, for example, the Peel Centre. The contribution of the local community to pupils' learning is very good.

39. The school has satisfactory links with two of the local nurseries and with some of the large number of secondary schools to which pupils transfer, particularly where more than one pupil is going to the same school. The school plays a prominent role in organising the local primary schools' swimming gala. It also has good links with teacher training institutions.
40. Although there is no formal programme for personal, social and health education, the informal arrangements provide adequately for this aspect of the curriculum. It is the governing body's policy that there should be no formal sex education, but issues are dealt with as pupils raise them. There is also provision for teaching on the misuse of drugs. Provision for pupils' personal development is satisfactory overall.
41. Religious education and school worship make a good contribution to pupils' spiritual development. For instance, during a school mass pupils were made aware of the power of light as a symbol by the lighting of candles in a darkened hall. However, there are few opportunities in other areas of the curriculum for pupils to reflect on fundamental issues. Provision for pupils' spiritual development is satisfactory.
42. Provision for pupils' moral development is good. Assemblies give good opportunities for them to consider the difference between right and wrong, and teachers provide pupils with a good example. Class rules are discussed and the school provides a clear code for pupils' behaviour. When issues arise, care is taken to discuss them fully.
43. The school provides well for pupils' social development. Older pupils are given good opportunities to exercise responsibility as monitors, which they take well. Younger pupils have clearly designated responsibilities within the classroom. Pupils work together well in class, for instance, during collaborative group work in mathematics and science. The residential visit to Woodbridge School provides very good opportunities for Year 6 pupils to develop socially in a different setting. Pupils are also made aware of their responsibilities to the wider community by participating in money raising efforts for a range of causes, including children's charities and Help the Aged.
44. The provision for pupils' cultural development is satisfactory. Pupils are introduced to music and art from both western and other cultures. They enjoy English folk songs as well as music from other places, such as the Caribbean and Australia. They have opportunities to visit art galleries and to work in the style of famous artists such as Monet and Mondrian. They have designed and made slippers based on Turkish patterns. There are good quality displays of artefacts in classrooms, which help to promote positive attitudes. Stories from other cultures, such as the Ramayana, are sometimes used in literacy lessons, but the range of books in the school does not reflect fully the multi-cultural society in which pupils live. This is an aspect which is in need of being promoted more actively.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school has good procedures for child protection and for ensuring pupils' welfare. There is a named member of staff in the school with responsibility for child protection. Procedures are well developed and clear guidelines are made available to all staff. Pupils are well supervised and cared for by staff during the entire school day. Most pupils respond well to the support and care given by staff. The provision for medical care and first aid is good. The school ensures the premises are safe by undertaking daily routine checks to identify and act on any potential hazards.

46. The school's procedures for monitoring and improving attendance are good. The school has a comprehensive policy and clear procedures, which are well implemented. The school uses a number of strategies for monitoring purposes. For example, the use of a new register system, which is more legible and easier to observe patterns of absence; closer links with the Education Welfare Officer; and additional informal and formal meetings with parents.
47. The school has a sound equal opportunity policy, and good procedures for monitoring and eliminating oppressive behaviour. Good behaviour and self-discipline are encouraged through positive strategies, such as team points, open praise, headteacher's awards, certificates and book tokens. The school works closely with pupils and their parents on behaviour modification programmes to encourage good behaviour, when required.
48. The school monitors its pupils' academic performance and personal development well in the core subjects. Procedures for assessing pupils' attainment and progress in mathematics are good, but less well developed in other subjects. The school makes good use of assessment information to guide curricular planning.
49. Educational and personal support and guidance for pupils are good. They are consistently of a high standard and take account of pupils' and parents' views. The school is sensitive to the needs of pupils and their families and offers very good pastoral care, for example through periods of emotional difficulty. Pupils with special educational needs are satisfactorily supported. They have detailed individual education plans that include learning targets, which are reviewed regularly. However, parents of pupils with special educational needs require to be consulted more frequently.
50. The school has satisfactory formal procedures for monitoring and supporting pupils' academic progress in English and good procedures in mathematics. This takes place through careful planning, target setting, statutory and non-statutory tests and baseline assessments. Procedures for monitoring pupils' personal development are good. Monitoring takes place informally through class lessons, for example, in personal health and social education, involvement in educational visits and activities such as swimming and other competitive sport, and discussion of annual reports to parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents are very pleased with the school and the way the establishment helps their children to learn and make progress. Parents are happy with the positive impact the many community links have brought to the school, for example, the residential visit for Year 6 pupils, visits to a local farm and visitors, such as local police and fire officers to the school.
52. Links with parents and their involvement in the school are satisfactory. Parents participate as volunteer helpers in the classroom, organise successful social and fundraising events, attend assembly and taking communion, and attend swimming and other external trips. Parent governors take an active part in school life and visit frequently.
53. The lack of regular, formal links with parents for pupils with special educational needs is a weakness. There are appropriate review procedures in place for the pupils with statements of educational needs. Home school agreements highlight the needs of pupils with emotional and behavioural difficulties, and set targets for improvement. A more formal procedure has yet to be developed, in which parents are made aware of the targets set in their children's' individual education plans and invited to participate in helping them to meet them.

54. The impact of parents' involvement on the work of the school is good. Parental and community involvement has a positive impact on the quality of education provided by the school, for example, in increasing the number of activities available to the pupils. The quality of information provided for parents, particularly about pupils' progress is good. The school has a comprehensive brochure, which is attractive in presentation and meets statutory requirements. Parents receive regular newsletters, reports and letters about their children's progress and significant events in the school. Parents are invited to curriculum evenings, open days and other meetings. The contribution of parents to children's learning at school and at home is satisfactory. This takes place through the committed parental helpers in the school, and a home school agreement and homework policy.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The quality of leadership and management of the headteacher and key staff is satisfactory in providing direction for the work of the school and promoting satisfactory or better standards in many, but not all, subjects and aspects. A particular strength is the pastoral leadership shown by the headteacher and staff. This has a significant impact on the working atmosphere of the school and produces a calm, working environment. Standards of swimming are very high reflecting a strong commitment and good management in providing consistent opportunities for pupils. The quality of pupils' writing is often good, especially at Key Stage 2. Standards are too low in science work at Key Stage 2 and in ICT throughout the school. The overall levels of a minority of pupils' attendance are unsatisfactory.

56. The school has explicit aims and values, which include a clear commitment to good relationships and equality of opportunity for all and this is reflected well in its day-to-day work. Throughout the inspection period, relationships in the school were consistently positive and supportive. The headteacher sets a very good example by his own demeanour and actions. All staff consistently show caring and supportive attitudes. There is equality of access to all opportunities for all pupils as a result.

57. The overall effectiveness of the governing body in fulfilling its responsibilities is unsatisfactory: statutory requirements for ICT are not being met; and the role of critical friend is underdeveloped. Most of the governors are hard working and are very supportive of the school and its staff. The strong, often informal and frequent links with the school are a particularly positive aspect of their role, for example, as seen through the regular visits made by the chair in his role as governor and parish priest. The governing body has set up a satisfactory framework in which to carry out its duties. There have been problems in recruiting and retaining members with the skills needed for the group to function with full effectiveness. The continuity of involvement with the school has been adversely affected as a result. However, a number of sub-committees have been established and these work with varying degrees of success. Not all meetings have been minuted to ensure an accurate record is maintained of decisions and recommendations. There is no evidence that committees have terms of reference to guide their work, or to define the limits of their responsibilities. There are indications of some good practice taking place, for example, the curriculum sub-committee has received presentations from most subject co-ordinators.

58. Governors are partly succeeding in fulfilling their duties in shaping the direction of the school and in having a clear understanding of its strengths and weaknesses. Individual governors have varying views on what the school is aiming to achieve in the medium to long term. A long-term strategic view of the work of the school is not fully secure. Governors place a great deal of trust in the headteacher and staff and, although this is not misplaced, it results in a heavy burden of

responsibility on these staff. For example, until recently the headteacher acted as minuting clerk. Also, governors are not able to fully exercise their oversight of the school and its workings without taking a more objective view. Termly meetings and strong informal contacts enable governors to form some view of the work of the school and its effectiveness. A lack of a more rigorous and formalised structure of meetings and collection of information is hampering the clarity of this view and function as a critical friend of the school. During interviews, several governors showed an uncertainty about their role. There was no regular mention of the school improvement plan in minutes of governing body meetings provided for scrutiny, nor of the document being used for the monitoring and evaluation of performance and value for expenditure on resources.

59. The monitoring and evaluation of the school's performance are unsatisfactory due to a lack of rigorous monitoring, evaluation and development of teaching. There has been some monitoring, evaluation and development of teaching, for example, during the mentoring and induction of newly qualified teachers and with the use of LEA officers. These visits have not been without value, but lack rigour in terms of their frequency and consistent focus on raising standards of specific aspects of teaching and learning. The link between these observations and the school improvement plan is not always clear. Most subject co-ordinators do not have regular opportunities to see their colleagues teaching and pupils learning. Other aspects of the monitoring and evaluation process are stronger. The best example is the use of test results to monitor and evaluate pupils' achievements and for setting future learning targets, for example, in English and mathematics.
60. The school has improved its capability to identify appropriate priorities and targets through development planning. The current plan has a satisfactory focus on improving standards, but is unsatisfactory in delineating how success will be recognised in the prioritised actions. There is no evidence that all actions are being evaluated to establish their success and/or value for time and resources expended. Satisfactory action is taking place and, as indicated above, some review mechanisms are in place. The school improvement plan and attitudes of staff show there is a shared commitment to improvement. The present personnel provide the school with a sound capacity to succeed.
61. Careful financial management supports educational priorities. The headteacher plays the major role in financial management, which adds to an already heavy burden of responsibilities. The appointment of a new chair of the governor's finance committee, who has a background of financial experience and expertise, will help to facilitate a stronger and more appropriate oversight of this area and lend welcome support to the headteacher.
62. There has been some development of the role of subject co-ordinators since the previous inspection. Job descriptions have been improved and their delegated responsibilities are set out more clearly. Most co-ordinators have made a presentation to the governing body curriculum sub-committee. This action is a useful starting point in providing curriculum information to the governors and in beginning to develop the accountability of co-ordinators. Delegation of management responsibilities to staff other than the headteacher is in urgent need of review and action. The school is aware of this need. The headteacher's subject responsibilities for mathematics, science and ICT are too onerous to be discharged effectively and efficiently. The responsibilities of the deputy headteacher have been subject to frequent changes, which has lessened the impact of her management role. The recent appointment of two newly qualified teachers has not helped in the equitable distribution of responsibilities between a small number of teachers. As part of the school's need to improve standards in science at Key Stage 2 and ICT throughout the school, clear subject management is an essential part of future development.

63. The school's use of new technology is poor. There is an awareness of this state of affairs, which is unlikely to be resolved fully until the curriculum responsibilities of staff are amended. There is no evidence of the use of electronic mail, the National Grid for Learning and Internet applications. The financial workings of the school are not maintained in electronic format, but plans are laid to change and improve this situation in the near future.
64. The principles of best value are successfully applied for major projects, for example, the governing body requires three tenders to be taken from prospective contractors, or proof that alternative contractors have been checked for price and service, before work is allocated. On a lesser scale of expenditure, routine ordering is carried out after price checks have been made with suppliers. The school uses benchmarking information to compare its spending with similar schools. A recent satisfactory audit identified a number of very minor weaknesses where financial controls should be further enhanced and where non-compliance was noted. Management has made a prompt response to rectify the matters. The school offers satisfactory value for money.
65. The school is well staffed with both head and deputy headteacher having no full-time class responsibility. The number, qualifications and experience of teachers match the demands of the curriculum, with the exception of ICT. Arrangements for the induction and mentoring of two recently appointed staff have been good. The formal and informal support offered by the headteacher and all staff has been much appreciated. Arrangements for staff development are satisfactory. Recent focus areas have been the National Literacy and Numeracy Strategies. Appraisal of staff has been taking place and the school now awaits new national guidelines to be finalised. Support staff are often long serving and provide a good level of assistance to the headteacher and staff in carrying out their duties effectively. With recent staffing problems being resolved, the deputy headteacher has resumed her special educational needs co-ordinator role (SENCO). She offers skilled support to pupils and teachers. Special educational needs funding is used effectively to provide a high level of individual and group support for identified pupils. The spending is monitored carefully. Resources are managed well. The SENCO has worked hard to bring the individual education plans up to date, and ensure that all staff are aware of the targets. There is appropriate advice and guidance to teachers in the policy, together with procedures for monitoring and assessing pupils who may be experiencing difficulties. There are good relationships with outside agencies. The lack of regular, formal links with parents of pupils with special educational needs is a weakness.
66. The adequacy of accommodation is unsatisfactory due to the age, design and status of the buildings. However, the school makes best use of the building despite the considerable difficulties caused by maintaining a listed property and the lack of adequate space for physical education and playtimes. Excellent efforts are made to compensate for these difficulties and shortcomings. Very good use is made of local facilities and the standards of swimming are very high. This planned provision is making a significant impact on standards in physical education and in the pride pupils have in belonging to the school.
67. Overall provision of resources is satisfactory. Recent purchases of books and materials to support the implementation of the National Literacy Strategy and National Numeracy Strategy have enabled teachers to structure their work effectively. The school has good resources for science. The provision and reliability of ICT hardware requires improvement. There is an inadequate range of gymnastic equipment available on the school site. Due to space restrictions on the school site, the lack of an outdoor space for children under five years of age limits their opportunities to explore and initiate their own play activities through first-hand experience such as climbing or sliding.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to raise standards further the school should devise and implement strategies to
- (1) improve the overall quality and consistency of teaching to the level of the best by implementing a rigorous system of monitoring and evaluation by staff with management responsibility
(see paragraphs 10; 22-31; 75; 77; 100; 107; 117; 121; 125; and 129)
 - (2) *raise pupils' attainment in ICT throughout the school to
 - a) meet statutory requirements by teaching all aspects of the subject
 - b) further improve staff subject knowledge and skills
 - c) support learning in other subjects(see paragraphs 13; 35; 62; 65; and 126 -129)
 - (3) *raise pupils' attainment in science at Key Stage 2 by
 - a) creating more opportunities for investigative work to improve pupils' knowledge of fair testing, predicting, hypothesising and drawing conclusions
 - b) systematically monitoring and evaluating teaching and learning(see paragraphs 10; 13; 29; 59; 62; 102-104; and 107)
 - (4) improve the monitoring and evaluation of the school's performance, by building on existing practice, to establish a rigorous system involving the governing body and staff with management responsibility
(see paragraphs 57-60; 91; 100; 117; 121; 125; and 129)
 - (5) improve the effectiveness of the governing body and staff with management responsibility in fulfilling their responsibilities, by building on existing practice, to
 - a) provide a clear long term view of school development
 - b) develop the governors' role as critical friends to the school
 - c) reallocate the delegation of management responsibilities
 - d) use the school improvement plan as the major reference in monitoring and evaluating improvement; value of expenditure of resources; and accountability of staff with management responsibilities(see paragraphs 57; 58; and 62)
 - (6) build on current practice and improve the attendance of a minority of pupils and, in so doing, increase overall attendance rates
(see paragraphs 21; and 55)

* these issues have been identified as a priority in the school's development plan

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

- formal contact with parents of pupils with special educational needs (see paragraphs 49; 53; and 65)
- range of multi-cultural books (see paragraph 44)
- use of new technology (see paragraph 63)
- opportunities for pupils' speaking (see paragraph 90)
- opportunities to extend the learning of more able pupils (see paragraph 96)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

60

Number of discussions with staff, governors, other adults and pupils

59

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	35	43	10	2	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		208
Number of full-time pupils eligible for free school meals		53

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		32

English as an additional language

	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	15	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	12	13
	Girls	15	15	15
	Total	26	27	28
Percentage of pupils at NC level 2 or above	School	87(90)	90(93)	93(93)
	National	82 (80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	15	15	15
	Total	27	29	29
Percentage of pupils at NC level 2 or above	School	90 (93)	97(93)	97 (93)
	National	82 (81)	86(85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	10	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	15	14	12
	Total	22	21	20
Percentage of pupils at NC level 4 or above	School	76(77)	72(64)	69(67)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	15	13	15
	Total	22	20	23
Percentage of pupils at NC level 4 or above	School	76(77)	69(63)	79(70)
	National	68(65)	69(65)	75(71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	8
Black – African heritage	11
Black – other	3
Indian	1
Pakistani	0
Bangladeshi	4
Chinese	1
White	155
Any other minority ethnic group	25

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	22.4
Average class size	25.4

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	87

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	98/99
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	£
Total income	456965
Total expenditure	433555
Expenditure per pupil	2085
Balance brought forward from previous year	8126
Balance carried forward to next year	31536

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	208
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	2	0	0
My child is making good progress in school.	59	35	5	0	1
Behaviour in the school is good.	58	42	0	0	0
My child gets the right amount of work to do at home.	46	42	11	1	0
The teaching is good.	68	30	1	0	1
I am kept well informed about how my child is getting on.	59	28	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	64	30	5	0	1
The school expects my child to work hard and achieve his or her best.	68	33	0	0	0
The school works closely with parents.	49	43	5	2	0
The school is well led and managed.	58	37	4	0	1
The school is helping my child become mature and responsible.	54	42	2	0	1
The school provides an interesting range of activities outside lessons.	23	39	25	6	7

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. All children enter the reception class at the beginning of the autumn term of the year in which they will be five. At the time of the inspection, just under half the children had reached their fifth birthday. Most children have had pre-school experience, with the majority having attended local nursery schools. Baseline assessment results indicate, and inspection evidence confirms, that children's attainment is generally in line with that expected for this age when they enter the reception class.
71. Reception provision gives children satisfactory access to the experiences recommended in the Desirable Learning Outcomes, and prepares them for entry to the National Curriculum. Children make satisfactory progress and most are on course to attain the standards recommended in the Desirable Learning Outcomes, by the time they reach the age of five. Standards are broadly the same as those found in the previous inspection. There are no children on the register of special educational needs. The language competence of those children for whom English is an additional language was at the same level as their peers.

PERSONAL AND SOCIAL DEVELOPMENT

72. Children make satisfactory progress in their personal and social development. The class provides a welcoming and lively environment that helps the young children to settle in and feel part of the school. By the time they are five, they show confidence and relate well with adults and with each other. They develop a good level of independence in selecting an activity and in dressing and personal hygiene. They take on appropriate class responsibilities, such as feeding the goldfish and tidying the book box. They attend acts of collective worship with the rest of the school. During mass, they demonstrated that they could sit quietly and respectfully, showing an understanding of the rituals, and responding with wonder to the spirituality of the occasion.
73. Teaching in this area is generally satisfactory. The teacher provides a range of social experiences, such as, sharing news and stories and taking turns in circle time sessions. On the one occasion where teaching was unsatisfactory, there were inconsistencies in the expectations of behaviour. Children were not always encouraged or disciplined enough to listen to each other and take turns to speak.

LANGUAGE AND LITERACY

74. Children make satisfactory progress in language and literacy. They enjoy sharing books during a literacy lesson, and generally listen to their teacher and to each other. They contribute to discussions and share their ideas and experiences. They are beginning to acquire new vocabulary, and their speech is gaining in fluency and expression. Children of average and above average attainment begin to read simple texts, using the pictures and letter sounds to help their understanding. Less able children know how to handle books, and use the pictures to help them tell the story. They are developing a sound early awareness of writing through planned activities as well as through informal activities, such as sending letters and cards to each other, which they create in the writing corner. The less able are beginning to make marks and copy letters, while those of average and above average ability are able to produce simple sentences with some appropriate use of capital letters.

75. The quality of teaching is satisfactory and sometimes good. The teacher has embarked on an adapted literacy hour, which provides children with a good structure for class and group activities. Children benefit from the focus on word and sentence level work, and from the lively interaction, which the teacher encourages, so that learning becomes fun. In the unsatisfactory lessons, this element of the lesson was managed inconsistently. The teacher moved on without checking that all the children understood, and were listening, so that the learning objectives were not made clear. Additionally, the teacher and support staff are not always effectively involved in the formal and informal learning situations. The school is aware that greater focused involvement would help to ensure that less able children can be given work more appropriate to their level, and the development of children's linguistic skills can be supported by good quality interaction in work and play situations.

MATHEMATICS

76. Children make satisfactory progress in mathematics and good progress in their numeracy skills. They can sort, order and match objects and complete jigsaws. They can recognise and recreate patterns, and some can place items in order of size. Most children can count to ten, and higher attainers can count beyond this. They learn to match the correct number of objects to a numeral, and are learning to record their work. They can count forward and backwards, and average and above average attaining pupils are beginning to understand the concept of "more than" and "less than". Water and sand play experiences extend their understanding of size and capacity. They join in number rhymes and songs and are encouraged to use their developing understanding of number in other areas of learning, such as clapping patterns to music.
77. The quality of teaching is good. The teacher provides the children with regular mathematical experiences during a numeracy lesson. This is conducted at a lively pace and through the use of number rhymes, songs, and well organised resources, children of all abilities are enabled to develop their mathematical understanding. There are planned opportunities for children to explore, think and develop their mathematical understanding through water and sand play, cooking, construction sets and sorting games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

78. Children make satisfactory progress in knowledge and understanding of the world. They investigate and observe changes and make simple recordings of their findings. They learn to find their way around the school and make a map of their classroom. They learn about familiar local places and know that they live in London. A sense of history is developed through sharing family photographs and sequencing the events in their lives. This extends to learning about themselves and the changes to their bodies as they grow. They learn about living things through a study of plant growth, and explore the effect of different planting conditions on the growth of a broad bean. They participate in the whole school occasions and in class sessions, where they learn about different religions and festivals. They use computers confidently, controlling the mouse to move the cursor around the screen.
79. The quality of teaching is satisfactory. The teacher provides a sound range of appropriate opportunities. However, there are not always sufficient opportunities for children to explore and initiate for themselves in play situations. Due to space restrictions, opportunities for children to explore through first hand experiences, such as digging in soil, investigating small creatures, or observing the weather are significantly limited by the absence of a designated outdoor area for under-fives, and the lack of garden or grassed area.

PHYSICAL DEVELOPMENT

80. Children make satisfactory progress in physical development, and most reach the desirable learning outcomes by the time they are five. There are many opportunities for children to develop fine motor

skills, and they handle pencils and crayons, paint brushes, scissors and other tools and materials safely. During the inspection, they were not observed using construction material or bricks and wooden blocks, and the size of the classroom and number of children limits the space for these activities. Most children can change their clothes and get ready for physical education lessons. They show imagination and skill in moving across mats and benches in a variety of ways.

81. Teaching is satisfactory, although provision for physical activities is unsatisfactorily planned to ensure sufficient challenge is provided and maximum value is obtained from the limited opportunities. Opportunities to move freely and develop running, jumping and ball skills are seriously limited by safety considerations in the hall - the need to avoid activities where children might bump into the metal pillars. The absence of a secure outdoor area limits regular opportunities for children to respond to physical challenges, such as climbing or sliding, or using pedalled or pushing toys.

CREATIVE DEVELOPMENT

82. Children make satisfactory progress in their creative development. They play imaginatively in the role play area. They work with a range of materials, including paint, recycled material and construction sets. They respond imaginatively to the stimulus of a painting by Monet, linked to a walk to look at flowers and trees. They select colours carefully and some children experiment with mixing colours. Children enjoy and participate in rhymes and singing, and learn rhythm through clapping and tapping and using percussion instruments.
83. The overall quality of teaching is satisfactory. Art activities are well matched to the children's interests and stage of development, and teaching is sometimes good, allowing experimentation, and providing for demonstration to develop technique. However, during the inspection, there were few opportunities to observe children in role-play situations, or acting out stories using dolls, toys and construction toys.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

84. Attainment in English is in line with the national average at the end of Key Stage 1 and is above the national average by the end of Key Stage 2. Pupils throughout the school make good gains in their achievement in writing. By the time they leave the school, all pupils have developed a neat, joined style and their accuracy in spelling and punctuation is good. In comparison with the previous inspection in 1996, standards have clearly improved, as the judgement previously was that pupils' 'attainment generally meets national expectations at both key stages'.
85. The current inspection findings are similar to recent national test results, where attainment in Key Stage 2 was above average, and in Key Stage 1 writing was in line and reading above the national average. The trend in National Curriculum tests over three years is broadly stable at both key stages, other than in 1998 when results were well above average in reading and writing at Key Stage 1. The school's emphasis on writing has clearly improved standards, most notably in Key Stage 2, where standards are well above average, as most pupils are achieving at least the national average Level 4. However, in reading, standards are broadly average with higher attaining, average and lower attaining pupils reading at expected levels at both key stages.

86. Pupils' listening skills are good at both key stages and their speaking skills are satisfactory. There remain too few opportunities for pupils to discuss in class and provision for drama is unsatisfactory. There is an annual production, which makes a positive contribution to pupils' self-esteem as does their speaking in public, for example, during Mass, assemblies and drama gospels. In class, all pupils are always very well behaved and particularly attentive. Younger pupils in Year 1 listen attentively to the dictionary and alphabetical order lesson and respond enthusiastically, due to the class teacher's excellent relationship with them. In Key Stage 2, Year 6 pupils are attentive during a discussion about the issues surrounding drinking and driving. However, opportunities for pupils to discuss in detail the issues raised were missed.
87. The quality of pupils' reading is broadly satisfactory. In Key Stage 1, average readers can read with good expression and are mostly accurate. Lower attainers are hesitant and have few skills to try new words. In Year 2, the above average readers read with very good fluency and understanding and all pupils have positive attitudes to reading. Although there is a home school reading diary, the use of this by parents and teachers is inconsistent in entering into a dialogue about pupils' reading progress. In Key Stage 2, the above average readers know about biographies and autobiographies and are clear about how to use an index and glossary in non-fiction books. Average and above average readers are accurate and quite fluent, and can retell their stories and give examples of characters and plot. The lower attaining readers read at expected levels and have satisfactory understanding of their stories.
88. Writing in Key Stage 2 is very good. Year 6 pupils know and understand about texts, for example, Macbeth, and their quality and detail in comprehension answers are high. Work is neatly presented with above average levels in spelling and punctuation. In Year 4 there are some good examples of imaginative stories. However, in Year 3 there is some drop in standards and the quality and presentation of their written work are not as high as they should be, when compared with their national test results in 1999. In Key Stage 1, much of the Year 2 pupils' writing is not joined but there is satisfactory attention to creative detail. There is good understanding of punctuation and spelling clearly improves through the key stage. In Year 1 pupils have a sound understanding of writing simple sentences.
89. The National Literacy Strategy is well established throughout the school and is having a very beneficial effect on pupils' learning in English lessons. However, there is less evidence that these benefits are achieved in the quality of writing in other subjects. The use of information technology to support pupils' learning in English is unsatisfactory throughout the school. Pupils with special educational needs make good progress in their writing. Those pupils in Years 3 and 4, who receive additional literacy support, make very good progress due to the high quality of teaching provided by the support assistant, who has benefited from recent literacy training.
90. The quality of teaching in Key Stage 1 is satisfactory overall with no unsatisfactory teaching. However, in Year 1 there is very good subject knowledge and awareness of the requirements of the literacy hour, which are used to very good effect to take pupils' learning forward quickly. The very good pace and high expectations motivate all pupils successfully. The quality of teaching is lower in Year 2, where the introductions to the literacy sessions are barely satisfactory. However, the group work is managed well and there is a range of appropriate activities, which challenge pupils effectively. In Key Stage 2 the overall quality of teaching is satisfactory. It is good in Year 6 and unsatisfactory in Year 5, where teacher expectation is not high enough. Teachers do not use information technology sufficiently to support the subject. The quality of teachers' planning, although satisfactory overall, is variable and some plans lack sufficient detail. This is particularly so in stating objectives for the lesson and the organisation of group work to meet the needs of all pupils. Most teachers do not permit sufficient time for pupils to discuss ideas and offer opinions.

The quality of teaching in the literacy sessions is broadly satisfactory, although in some classes dictionaries are used well. There is ineffective use made of the library to develop pupils' skills. However, in Year 6 there is clear, timetabled instruction for pupils on how to improve their performance in national tests. In Years 3 and 4, the use of the literacy assistant to teach basic skills is proving successful in raising standards.

91. The role of the subject co-ordinator has been successful in identifying and targeting writing and in raising the standards of pupils with special educational needs. However, the quality of monitoring teaching, planning and learning is unsatisfactory. There is a satisfactory range of resources, boosted by recent purchases of texts for literacy lessons.

MATHEMATICS

92. At the end of Key Stage 1 the standard of pupils' work is in line with the national average. The inspection findings show a broad similarity with national test results over time. In 1999, the percentage of pupils reaching Level 2 or above was above the national average, but fell to below the national average at higher levels. Over time from 1996 to 1999, pupils' performance has been a little above the average but fell below this level last year. The most recent fall in standards is associated with year groups containing a larger than usual number of pupils of below average ability in mathematics. In comparison with similar schools, 1999 national test results were broadly in line with the average, but again this standard of performance fell away at the higher levels.
93. At the end of Key Stage 2 the standard of pupils' work is in line with the national average. This mirrors recent national test results and trends over time. In comparison with similar schools, 1999 results were above the national average. Inspection findings show that there is a significant minority of pupils working towards achieving higher attainment by the end of the academic year, for example, in work on angles and shapes.
94. Throughout the school, pupils show good skills and knowledge when working with numbers. These abilities are frequently seen during numeracy lessons: at the introduction when mental arithmetic is being practised, and later in lessons when calculations are being performed. A good example of this skill was seen during a Year 3 lesson on angles. Pairs of pupils used mental calculations well to help determine the number of degrees in more than one right angle. The performance of girls and boys follows the national average in general, with those in Key Stage 1 doing better than this until last year when results dropped generally.
95. Since the previous inspection, overall standards of pupils' work have dropped at the end of Key Stage 1 from being judged as exceeding national expectations to being in line with the national average at present. This is due to the varying ability of different cohorts of pupils. Overall standards of pupils' work are improving at the end of Key Stage 2, with a significant minority working towards achievement above the national average. Pupils' good knowledge of numbers has been maintained successfully throughout the school.
96. Pupils' achievement over time is taking place satisfactorily. There is a steady progression of knowledge, understanding and skills taking place as pupils move through the school. In the current year groups, this progression is less well developed in lower Key Stage 2 classes. A contributory factor has been the periods of staffing changes, which have resulted in some discontinuity of learning, now resolved. During lesson observations, there is little evidence to

suggest that pupils capable of higher achievement are being extended sufficiently throughout the school, with the exception of Year 6.

97. The overall quality of teaching is satisfactory. A good quality of teaching is evident in Key Stage 2. The most effective teaching contained clear learning objectives that are shared with pupils, setting the expectations for the lesson. Teachers maintained a lively, brisk pace to keep the momentum of the lesson moving along and pupils engaged on their tasks. For example, a Year 5 lesson contained a very effective mental arithmetic session on multiplication tables. This was conducted at pace with the result that pupils really enjoyed the activity and spurred each other on to achieve their best. Good teaching in a Year 6 lesson was characterised by the perceptive use of questioning that tested pupils' knowledge and encouraged them to clear any uncertainties from their mind. The one lesson in Key Stage 1 that contained unsatisfactory teaching did so because the pupils were not at all clear about the measuring tasks set and what was expected of them. The detail of teachers' planning and the attention to setting tasks to match the differing needs of pupils is inconsistent throughout the school. There is little evidence of numeracy skills being used in other subjects, although a sound example was seen in science work on solubility.
98. The good attitudes and behaviour of pupils are positive factors in their achievement, particularly at Key Stage 2. Year 4 pupils showed high levels of controlled excitement while weighing various objects, which generated good levels of learning. Year 5 pupils' positive response to a fast paced session on multiplication tables accelerated their learning. In Year 6, pupils' high levels of concentration during work on fractions made stopping the lesson a difficulty for the teacher, as pupils wished to continue working!
99. Two further positive factors affecting overall standards, particularly at Key Stage 2, are the volume of work completed by pupils and some very good levels of presentation. Both factors are seen at best in Year 6.
100. Management of the subject is satisfactory overall. However, a particularly strong management feature has been the very good use of test results. These have been monitored and evaluated extensively over time to set new targets for pupils' attainment and achievement. The information has been used well by staff to inform their future planning and shared with parents. The actions have had a positive impact on standards. Monitoring and evaluation of teaching have taken place to a limited extent, but are unsatisfactory in providing a further rigorous part of the actions planned to raise standards.
101. The National Numeracy Strategy has been implemented very well. In all year groups there is a clear structure to lessons, which is being delivered effectively by staff. Teachers have a good understanding of the strategy and its methodology. Recent improvements in resources have assisted this successful implementation.

SCIENCE

102. In the 1999 National Curriculum assessments at Key Stage 1 the number of pupils achieving the expected Level 2 was above the national average. The number achieving the higher Level 3 was well above the national average. The results were well above those of similar schools. However, test results at the end of Key Stage 2 were below average both nationally and when compared with similar schools. Over the last four years the results in science have been consistently below average, whereas those for English and mathematics have generally been above. There is no significant difference between the performance of boys and girls. At the time of the previous

inspection attainment at both key stages was in line with expectations, although the published test results indicated that attainment was below the national average.

103. Inspection findings show that standards are in line with the national average at the end of Key Stage 1, but below the national average at the end of Key Stage 2. Pupils in Year 2 understand about life processes from their study of the reproduction and growth of beans; they record their observations satisfactorily. They have also carried out observations into the decomposition of fruit. They can recognise and name different parts of a plant, and they are able to classify different kinds of fruit. They also have a sound understanding of the use of their senses, for instance in detecting warning sounds. At the end of Key Stage 2, pupils' work shows that they have a satisfactory knowledge across the programmes of study; for instance, they are able to classify living beings and understand the concepts of habitat and food chain. They are able to classify solids, liquids and gasses. They understand the changes caused by heating materials. However, although they carry out investigations, they have not developed the necessary skills as highly as they should. This was also a weakness at the time of the previous inspection. Only about one third of the oldest pupils have a sound understanding of how to carry out a fair test, for example, when investigating how quickly different solids dissolve in water. These skills have not been developed progressively through the key stage, but good teaching in Year 6 enables pupils to make good progress. However, at the end of Key Stage 2 pupils' attainment is still below average. Current pupils in Years 3 and 4 are now beginning to develop an understanding of fair testing, for instance, when measuring the rate at which water passes through different materials. Progress slows in Year 5, where the tasks do not always challenge pupils or give them opportunities to develop their investigational skills.
104. Teaching is satisfactory overall. No unsatisfactory teaching was observed during the inspection, and there were examples of good and very good teaching. In Key Stage 1 teachers generally plan lessons well, with clear learning objectives being understood by pupils and contributing to the effectiveness of their learning. They make good use of resources, such as a range of seeds from which pupils observe growth. They use questions well to extend pupils' understanding. Where teaching has a weakness, it is when tasks are not sufficiently matched to the different needs of pupils to enable them to make good progress. The strengths of teaching are similar at Key Stage 2, where teachers also assess pupils' progress in lessons well to determine where they need to provide support. Good use is made of a specialist science room for older pupils to carry out investigations. Where teaching has a weakness, it is because of the lack of challenge in activities. For example, in a Year 5 lesson, pupils spent too much time cutting and pasting pictures of solids, liquids and gases before proceeding to practical work.
105. Pupils' attitudes to science are good. Younger pupils are very attentive and listen well to their teacher. They also show a good ability to organise their own equipment. Older pupils work well together. They listen well to each other. Behaviour is good throughout the school. These attitudes have a positive effect on their learning.
106. Science makes a satisfactory contribution to pupils' literacy and numeracy by emphasising the correct use of vocabulary, for instance when pupils are talking about solubility. They also represent some of their findings by block or line graphs. There is limited use of information technology to reinforce pupils' learning. One example where it is used is when pairs of Year 2 pupils use a programme to put together the different parts of a plant; this reinforces their understanding of the terms used. The school has good resources for science.
107. There is no systematic monitoring or evaluation of teaching and learning in the subject, which would identify the unevenness in pupils' progress. The school is developing effective systems of

assessment to assist teachers in their planning for the development of pupils' skills. Because of other priorities, the weaknesses identified in the previous inspection have not been addressed. The headteacher has very recently taken curriculum responsibility for the subject indicating the school's awareness of the need to improve standards.

ART

108. During the course of the inspection it was only possible to see three lessons in art, but from a scrutiny of pupils' work and the displays around the school, standards in art are in line with expectations for pupils' ages. There has been an improvement in the teaching and learning of art since the last inspection, and the subject is guided by an effective scheme of work. Pupils, including those with special educational needs, make good progress. Displays of artwork in classrooms provide an attractive environment.
109. By the end of Key Stage 2, pupils have made sound progress in using a range of painting and drawing techniques. They use colour mixing successfully and have developed some appreciation of the styles of famous artists. Artwork has its own place within the curriculum, with the focus this term on close observational drawings. The development of skills can be seen from Year 3 still life drawing of plants, to the three- dimensional effect of an arrangements of scent bottle and box, in which Year 6 pupils effectively use shading and pattern. These skills are used well to produce very effective displays to accompany other curriculum subjects. For example, the good close observational drawings by Year 4 pupils of artefacts from Sutton Hoo, seen on a recent visit to the British Museum.
110. By the end of Key Stage 1, pupils have learnt to use a variety of paint effects, which include colour mixing, bubble painting, and printing. They use the Paintpot computer program to make their own designs. Year 1 pupils make a study of the work of Mondrian, and very effectively interpret the grids and block primary colours seen in his work.
111. In lessons at both key stages, pupils enjoy their art activities and strive to produce work of good quality. Many concentrate hard when working individually, but also co-operate well with other pupils, and share equipment. They are confident and take pride in their finished work.
112. The quality of teaching is mainly satisfactory or better. Teachers' confidence has improved since the previous inspection. The co-ordinator ensures that teachers receive regular in-service training and this has helped to build confidence. Lessons are effectively planned to allow for the development of skills, and teachers interact with pupils to provide support and technical advice. There is an effective policy and good scheme of work, which covers the required areas of learning in the National Curriculum for art. All these improvements are having a positive effect on the quality of teaching and learning.
113. The subject is well managed. The co-ordinator checks planning and photographs examples of finished work for the compilation of a portfolio. Monitoring forms evaluate the effectiveness of the lesson, and how well the pupils have developed their skills. There are no procedures for recording the progress of individual pupils so that targets can be set for improvement. Resources are good. Clay and other modelling materials are not used sufficiently. However, there are plans for staff to attend a course on three-dimensional work to strengthen this area of their expertise.
114. Pupils' experiences are enhanced by visits to local parks and churches for sketching, and to the British Museum to provide inspiration for an art project based on the Anglo-Saxons. The present

Year 1 pupils were involved last year in contributing ideas for a millennium banner for St. Paul's Cathedral. They worked with an art specialist on the design and printing of the banner, which will be placed in the cathedral, along with that of other schools, in March.

DESIGN AND TECHNOLOGY

115. The judgement on pupils' attainment and their quality of learning is based primarily on photographic evidence, discussions with pupils, scrutiny of some retained plans and evaluation of previous work. No teaching was timetabled during the period of inspection and there is extremely limited evidence of artefacts available. From discussions with pupils and a scrutiny of photographs and plans, pupils achieve in line with that expected of similar age pupils at both key stages. This judgement is similar to the previous inspection in 1996. Although clear emphasis is given to design and making, there is some limited evidence that evaluation is carried out regularly as part of the process.
116. In Year 6, pupils have designed and created their own slippers. These show good attention to detail and demonstrate a variety of designs with clear plans. There is a good range of evaluation sheets of artefacts previously made by this year group. In Year 2, pupils have made wheeled vehicles, which are on display in the classroom, and these show a satisfactory level of attention to the quality of finished product. However, their designing skills are quite limited and below expectations.
117. There is a satisfactory range of resources. The co-ordinator has a thorough knowledge of the subject but the monitoring of teaching, planning and learning is unsatisfactory.

GEOGRAPHY

118. The standards achieved by the oldest pupils in both key stages are in line with expectations for pupils of this age. By the end of Key Stage 1, pupils are able to identify countries of the United Kingdom. They have learned about islands from their study of stories of Katie Morag and have drawn their own map of Iona. Earlier, in Year 1, they draw their route from home to school. They also consider some of the effects of man on his environment, looking at traffic and parking in the locality. Pupils going on holiday keep a log of their travels featuring Barnaby and Betty Bear.
119. At the end of Key Stage 2, pupils have a good understanding of the differences between life in Islington and a contrasting Indian village. They also use information technology from a CD-ROM to supplement their understanding on Indian village life. Earlier in the year they have recorded the weather over a period of time and used graphs to represent their findings. A good feature of the teaching is a weekly session studying the news, local, national and international, and using it to extend pupils' knowledge of the world in which they live. Through the key stage, pupils satisfactorily extend their knowledge of geographical features, such as mountains, rivers and cities. However, progress is limited by inconsistency in the recording of work. For instance, there is no written evidence for a whole term's work on the mountain environment.
120. Teaching is satisfactory at both key stages. Examples of good teaching were seen in both Key Stages 1 and 2. In Year 6, learning expectations are high. Teachers use time well, for instance, in the short sessions, which sometimes follow literacy and numeracy lessons. They also make good use of their own and other pupils' local knowledge. They use resources well, including a range of atlases. Teachers have a good relationship with their pupils. This leads to pupils making good

progress in developing their understanding of the contrasting conditions in India. This is an improvement on the previous inspection, when there was a lack of progress by older pupils in Key Stage 2.

121. Pupils have positive attitudes. Geography makes a good contribution to their personal development by encouraging them to take an interest in local affairs. The residential field trip offers them good opportunities for social development. There is a need for more consistent monitoring and evaluation of teaching and learning; the present co-ordinator is only in a temporary position.

HISTORY

122. Because of the way the school organises its curriculum, there were limited opportunities to see history lessons during the inspection week. One lesson was seen in Year 4, pupils' written work was analysed and discussions were held with pupils and teachers.
123. In the lesson seen in Year 4 the teacher used his own knowledge of the area well to develop pupils' understanding of the changes that have taken place over time, making good use of maps and contemporary prints. Pupils showed much enthusiasm for and interest in the subject, which contributed to their good learning in the short period of time available.
124. Pupils' work at the end of Key Stage 2 shows that they have a good understanding of the differences between life in Victorian times and the present day, extracting information from a range of sources. Pupils' work in other year groups also shows that good use has been made of visits to museums to enlarge pupils' understanding, for instance, of the Anglo-Saxons. Younger pupils understand the difference between past and present; they have learned about famous people such as St. Columba, linking well with their work in geography and religious education.
125. The school makes effective use of visits to museums in London, and the school library has a good range of books to support pupils' learning. The co-ordinator has a great enthusiasm for, and knowledge of, the subject, which he communicates well to colleagues. There is a need for closer monitoring of teaching and learning and for regular assessment of the development of pupils' historical skills, including the recording of evidence. These findings are similar to those of the previous inspection. Standards have been maintained and appropriate targets have been identified in the school improvement plan to raise them further.

INFORMATION TECHNOLOGY

126. Pupils' attainment is below national expectations at both key stages. Pupils' learning and progress are mainly unsatisfactory. The school has made unsatisfactory progress since the previous inspection when improving the curriculum was a key issue for action. Statutory requirements to teach control technology are not met and, therefore, curriculum provision is unsatisfactory.
127. There is very limited evidence retained by the school to show that pupils use computers to support their learning across other subjects of the curriculum. In Key Stage 1, pupils know that pictures convey meaning. They are keen to answer questions about a variety of images and symbols downloaded onto the computer. However, by the end of the key stage, the poor subject knowledge and lack of focus and organisation in teaching are not ensuring that pupils make satisfactory progress in learning how to use the computer. In Key Stage 2, the unsatisfactory

organisation of teaching and learning and the unreliability of the computers are adversely affecting pupils' progress. Although some pupils bring skills from home, these are not built on successfully at school. Some pupils know how to word process their work, but keyboard skills and knowledge are below expectations. Pupils are not given opportunities to control or give commands to electronic apparatus.

128. Most pupils have positive attitudes and are keen to use the computer, but they need much greater guidance and support than they currently receive, as the overall quality of teaching and learning at both key stages is unsatisfactory.
129. Teachers' knowledge is not secure and there have also been a variety of issues surrounding resources, which have further hindered the development of the subject. New wiring, power supply and computers have been installed to provide a sound base for future development. The co-ordination of the subject is unsatisfactory, as there is poor monitoring of teaching and learning. Teachers do not assess pupils, and there is no common system whereby teachers are aware of which pupils have accessed the machines. The school is arranging for Internet access, but control and modelling, data handling and use of the computer to support work in other subjects are unsatisfactory. Information technology remains a key issue for development and action.

MUSIC

130. The school has maintained the same standards as seen in the previous inspection. Pupils make good progress in music and attain standards at or better than those generally found by the end of the key stages. This is mainly because the provision for music in the school is good, and there is a commitment to developing pupils' musical appreciation and skills. This is reflected in the employment of a music specialist, who provides teaching on one day each week. While some teachers include music in their curriculum, the development of music relies on the expertise of the specialist. Lunchtime activities are well attended and offer choir clubs, recorder clubs and guitar lessons. They also provide the opportunity for pupils with particular aptitude to develop their skills. Due to the organisation of the inspection, it was only possible to see one music lesson, and additional evidence is taken from observation of extra-curricular music clubs, discussion with the music specialist and other teachers, and scrutiny of the scheme of work and planning documents.
131. Pupils improve their standard of performance and composition due to the specialist teacher's structured approach. Younger pupils are introduced to beat through clapping patterns, and effectively build on these skills by learning to control their performance with simple percussion instruments. In the one lesson seen, Year 3 pupils built on a sequence of claps and taps to make a "body storm". Instruments were selected and experimented with to produce sounds to illustrate frosty weather. A sharing of descriptive words linked well with the development of literacy, and homework was set to prepare for a composition for the following week. Older pupils develop these skills of performance in composing musical patterns, using a variety of instruments. They work together in groups to rehearse their compositions, and learn the importance of maintaining beat and rhythm, and the purpose of a conductor. Pupils of all ages demonstrate a good understanding of musical terms, and are very familiar with the names and sounds of the good range of percussion instruments that are available to them. Pupils with special educational needs are given the same opportunities as their peers, and make good progress. Singing was observed in assemblies, hymn practice and during choir clubs. Generally the standard of singing is satisfactory, and pupils sing with control and respond to the rhythm and beat of the music. Older

pupils in the choir club sing well, and make good efforts to improve their performance through attention to diction, pitch and breathing.

132. Pupils enjoy their music lessons, listen well to instructions and work hard to participate and make progress. They work well together when composing and performing. Their behaviour is good. Pupils handle instruments carefully and use them appropriately.
133. The quality of teaching by the specialist teacher in lessons and extra-curricular sessions is always good. Very good teaching was observed during choir club. Planning is effective and successfully builds on previously acquired skills. Expectations are high and the skills of composing and performing are effectively linked. The scheme of work is developed in liaison with the headteacher and ensures the curriculum is broad and balanced. However, class teachers, who accompany their classes, are not actively involved during lessons and are not developing their own skills and confidence. There are no formal procedures for the assessment of pupils' individual progress in music and feedback to teachers on standards achieved remains informal. There are satisfactory opportunities provided for public performance. The choir performs in assemblies along with other children, and for other special school functions, such as prize giving, when players of different musical instruments join them.

PHYSICAL EDUCATION

134. Standards in swimming are well above national expectations, as all pupils in Years 5 and 6 can swim at least 25 metres. It is not possible to make secure judgements in other areas of the physical education curriculum as only one gymnastics lesson was timetabled and observed at Key Stage 1. The school's facilities for physical education are poor, but very good use is made of a local youth club hall for gymnastics, and an all-weather sports pitch for games. The co-ordinator has encouraged very good links with a variety of local professional and amateur sports clubs, who provide coaches for some of the physical education curriculum, including cricket, football and tennis. It is not possible to make a comparison with the previous inspection, where overall standards were judged meeting national expectations, but the excellent attainment and progress in swimming remain a strength of the school.
135. In the Year 1 gymnastics lesson, pupils knew how to travel on floor and apparatus using hands and feet in a sequence of movements, and their movements were satisfactory. They clearly enjoyed the lesson and were given encouraging support from the teacher whose teaching was good. However, the restrictive design and space of the school hall makes it difficult to undertake gymnastics activities.
136. Pupils are taken on a residential week where they experience outdoor activities. There is a good range of extra-curricular activities offered to Key Stage 2 pupils. However, swimming remains a whole school focus and there is suitable challenge offered to all pupils. The attitude and behaviour of all pupils to swimming are excellent. The pupils are taken by coach to Coram Fields on Friday mornings, where they experience a wide range of games activities using the all-weather facilities.
137. There is an inadequate range of gymnastic equipment and the school hall is unsuitable for the range of physical education activities. To compensate for the lack of facilities within the school, very good use is made of outside facilities. The co-ordinator has a clear picture of provision. Activities are well co-ordinated, but the monitoring of teaching and learning are unsatisfactory, except in swimming where monitoring is carried out very well. There are clear records. Certificates are awarded for pupils' progress and achievement.