

INSPECTION REPORT

Campsbourne Junior School

Hornsey

LEA area: Haringey

Unique reference number: 102084

Headteacher: Mr G Thomas

Reporting inspector: Mr J Palk
23630

Dates of inspection: 24th – 28th January 2000

Inspection number: 190405

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Boyton Rd London
Postcode:	N8 7AG
Telephone number:	0181 340 2064
Fax number:	0181 341 2658
Appropriate authority:	The governing body
Name of chair of governors:	Mrs M Straker
Date of previous inspection:	18 th – 22 nd November 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J Palk	Registered inspector	Mathematics	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr R Barnard	Lay inspector		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?
Mrs L Flowers	Team inspector	Science Design and technology Religious education	How good are the curricular and other opportunities offered to pupils? Pupils with special educational needs.
Mrs D Cinamon	Team inspector	English Art Music	English as an additional language.
Mr P Stevens	Team inspector	Information technology Geography History Physical education	Equal opportunities

The inspection contractor was:

Wessex Education
1 Albert Rd
Dorchester
DT1 1SE

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Campsbourne Junior School is an average sized inner-city junior school with 283 pupils on roll. There are more boys than girls. 114 pupils come from minority ethnic backgrounds and 97 of these have English as a second language, which is above average. Very nearly a third of pupils in Year 6 have joined the school since Year 3 and the turnover of pupils is high. The majority of pupils entering the school have English as a second language and are receiving support from a part-time teacher. Turkish is the main language other than English. Five pupils have statements for their specific needs whilst 30 per cent of the pupils are on the register for special educational needs. This is above average. The school serves pupils from families from a broad range of socio-economic backgrounds. 38 per cent of pupils are entitled to free school meals, which is well above average. Pupils' attainment on entry, when compared to similar schools, is well below average in reading and writing and below in mathematics and science.

HOW GOOD THE SCHOOL IS

This is an improving school with many very good features. Standards are above those expected for similar schools in reading and writing. The recently appointed headteacher has brought about many changes that have improved the relevance of the curriculum, the effectiveness of teaching and pupils' attitudes to work. The strengths of the school outweigh its weaknesses and the school is providing satisfactory value for money.

What the school does well

- The teaching of writing is good and the strategy for teaching literacy skills is effective
- The school provides a relevant and stimulating curriculum for pupils with very different needs
- The headteacher and senior staff identify what needs to be done to improve and put the necessary procedures quickly into place
- The headteacher, with the support of staff, governors and parents, creates a very good ethos for the personal and social development of all pupils
- Relationships with the parents are very good
- Extra-curricular opportunities are well integrated into the whole curriculum and promote positive attitudes to school

What could be improved

- The expectations of teachers in Year 3
- The standards pupil achieve in aspects of mathematics
- Pupils' skills in speaking for different purposes

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The present headteacher was appointed to a school that had done very little towards addressing the issues raised by the previous inspection report of November 1996. Standards had not kept pace with national trends. Recent much needed developments are proving effective in raising standards. Monitoring, although limited in scope, has been introduced to evaluate teaching and learning, schemes of work for all subjects are now in place and statutory requirements are being met. Recent appointments have strengthened the teaching team, particularly in mathematics and information technology and most subjects now have co-ordinators to guide developments. All the staff have training plans to improve their effectiveness as teachers and co-ordinators. The school is well placed to continue to improve the quality of teaching and to meet the specific needs of all the pupils.

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	C	E	D	B
mathematics	D	E	E	C
science	D	E	E	D

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

Pupils' performance in 1999 national assessments is below the national average in English and well below in mathematics and science. Results in English are better than those of similar schools and similar in mathematics. Performance was below that of similar schools in science. The results over the last four years shows that performance is rising faster in English than the national trend and is in line in mathematics and science. Boys are achieving results similar to that of girls. Pupils who had been with the school from Year 3 reached at least average standards in the end of key stage tests in 1999. The school set realistic targets for improvement in performance in 2000 and 2001.

The inspection found that pupils' work in English and science was satisfactory with some good achievement in writing. Pupils are making good progress in scientific knowledge and investigation skills. Pupils speaking and listening skills are below average. Standards in mathematics are below average at the end of the key stage. Pupils reach average standards in their number work but their mathematical reasoning, and data handling are below average. The school has drawn up a detailed development plan and is addressing this. Work seen in history and geography was below that expected, resulting from an earlier lack of progression in teaching the skills. Standards are below expectations in music. Work in art is above expectations. Information technology, design and technology and religious education is in line with expectations. The quality of displays and pupils' presentation of work is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn, interested and involved in their work. A high number are very involved in a broad range of extra curricular activities.
Behaviour, in and out of classrooms	Good in the majority of lessons, and around the school. A small number of lessons were disrupted by attention seeking behaviour.
Personal development and relationships	Personal development is very good. There are many opportunities for pupils to take on extra responsibilities and to show initiative.
Attendance	Very little unauthorised absence. Pupils enjoy coming to school.

Very good racial harmony and boys and girls co-operate well together in lessons. Relationships between pupils and the teachers are mostly very good and there is a strong sense of respect for each other. Pupils respond very well to opportunities to work together.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	satisfactory

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.

Ninety per cent of the teaching is satisfactory or better; 45 per cent is good and 21 per cent very good. The teaching in Years 4 and 5 is good and often very good. Ten per cent of the teaching is unsatisfactory. Pupils are not challenged sufficiently in Year 3. In a very few lessons the demanding behaviour of some pupils is not always effectively managed.

Teachers have high expectations of pupils' standards and plan work well for the different abilities. The teaching of English, including reading and writing is good. Not enough attention is given to improving skills in speaking and listening. The teaching of pupils with English as an additional language is satisfactory. Mathematics teaching is satisfactory overall.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Has improved. It is broad and balanced and providing well for pupils' literacy needs. Other subjects, for example information technology support literacy and numeracy effectively.
Provision for pupils with special educational needs	Is good. There is effective co-ordination that ensures that pupils are well taught and they make good progress. Statutory requirements are met well.
Provision for pupils with English as an additional language	Is satisfactory in small groups but there is not always enough support for these pupils in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Is good. Very clear codes of behaviour. Circle time and the regular meetings of the school council ensure that pupils develop a mature understanding of their moral and social responsibilities. The school successfully helps pupils understand the different cultural backgrounds of its pupils.
How well the school cares for its pupils	There is good care taken of all pupils. Pupils are valued.

The school works very well with its parents and gives active support to community-led initiatives. The school is successful in motivating pupils of all abilities through a range of strategies including involvement in the literacy club, assemblies, gospel singing and drumming. These have had a positive impact on raising the pupils' self esteem and in turn this has an impact on their attitudes in class and their respect for adults.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Is good. The headteacher has succeeded in bringing together staff, pupils, parents and governors to raise the achievements of all pupils. A very clear set of aims guides the school and good systems are in place to manage changes.
How well the governors fulfil their responsibilities	They are well informed about the strengths and weaknesses and the action being taken to address these. Statutory responsibilities are met.
The school's evaluation of its performance	Is good. Teaching and learning is monitored by the headteacher and some co-ordinators and is effective in raising standards. Clear development plans in all subjects are systematically improving the quality of teaching and learning.
The strategic use of resources	There are good training programmes in place for all teachers. Resources are used well to target needs and good use is made of additional funds to raise standards. The school gives satisfactory value for money.

There are adequate numbers of staff. Whilst the building is able to accommodate the pupils it is in a poor state of repair. There are insufficient resources to support history and geography. The headteacher provides a good role model through his own teaching and management of pupils.

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 positive impact of the headteacher the high expectations that the school has of all pupils the quality of the curriculum and in particular making it more relevant to boys the strong links that the teachers now have with parents and the information they get on the progress of their children more after school and lunchtime clubs that welcome children of all ages. 	<ul style="list-style-type: none"> more regular homework for all pupils and clearer guidance on what children are expected to do at home more time available for the special educational needs co-ordinator the school building.

The inspection team agrees with the parents' positive comments. Homework is regular for pupils in Year 6, it is marked and relevant to the work being done in class but homework for pupils in other classes is irregular and not encouraging good work habits. The special educational needs co-ordinator is managing the needs of these pupils well. The implications of what needs to be done to improve the building exceed the school's financial resources.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. National Curriculum test results at the end of Key Stage 2 are below average in English and well below average in mathematics and science. When compared to schools with similar characteristics results were above average in English, average in mathematics and below average in science. There is an above average number of pupils with special educational needs or who entered the school in the two years prior to taking the national tests. The school's analysis of the data available shows that these pupils attain below average results in the national tests and this has an impact on the overall percentages.
2. Results in English are rising at a faster rate than nationally, whilst those in mathematics and science are improving in line with the national trend. Boys and girls achieved similar test scores in 1999. The improvement in English is supported by inspection evidence which shows pupils making good progress in reading and writing. The school is not complacent about these improving results and recognises that the achievements of some groups of pupils has not been good enough. In particular in the 1999 tests, good readers did not achieve as highly in writing, and there was very little above average attainment in mathematics and science. The school has been largely successful in beginning to address these weaknesses.
3. Attainment on entry is well below the national average in reading and writing. All pupils make good progress in developing reading and writing skills across the school and standards at the end of the key stage are average. Higher attaining pupils are challenged and produce some very good examples of poetry and extended pieces of prose. There is good teaching of the core skills in line with the national literacy strategy and by the age of eleven pupils use grammar and punctuation effectively. Pupils' speaking and listening skills are below average. There are many pupils at an early stage of acquiring English and also a small number of very articulate pupils. However many pupils are unable to explain their ideas clearly or report coherently on events and observations.
4. Standards on entry are below average in mathematics. Inspection findings are that there is a variation in standard across the school. Pupils achievements are more varied across the school. Standards at the end of the key stage are below average. Higher attainers pupils are not achieving high standards. Pupils in Year 6 achieve an average standard in number and computation skills are secure. Standards are below average in mathematical reasoning and knowledge and understanding of shape and data handling. Pupils in Year 4 and 5 achieve an average standard in all aspects of mathematics. They have a good understanding of place value and quick mental recall of number facts. Standards in Year 3 are below average and the progress of the above average attaining and higher attaining pupils is unsatisfactory.
5. The school has set realistic targets in English and mathematics and is making good progress towards these. Teachers are clear about the targets and the needs of individuals and groups of pupils in both subjects. The work of pupils in Years 5 and 6 suggest that these targets will be met.
6. Standards in science are below average on entry to the school. The achievements of pupils by the age of 11 are in line with national averages. Teaching is effective across the school and an improved curriculum now means that pupils' investigative skills are developed in a coherent manner. Progress in this subject is good.

7. Older pupils reach expected standards in information technology and this is an improvement since the last inspection. Standards are above expectations in art. The quality of work and presentation has had a positive impact in other areas of the curriculum and encourages pride in individual's achievements. Work in history and geography at the end of the key stage is below expectation. Pupils' research skills are weak and this has an impact on their ability to reason and develop lines of enquiry. The school is addressing this and has introduced new guidance and a new scheme of work. In music, composition and appraising skills are below expectation; whilst provision has been improved, many pupils do not have sufficient experience of playing and singing together. This was an issue at the last inspection. Standards in design and technology, religious education and physical education are in line with expectations.
8. Pupils with special educational needs make good progress towards their individual educational targets. Pupils arriving at the school with little or no English make satisfactory progress. Their competencies are clearly identified but this information is not used to set effective targets for lessons other than literacy.
9. Standards are not as high as at the time of the last inspection. The attainment of pupils on entry is lower than at that time and there has been an increase in the number of pupils arriving lacking competency in English. The lack of schemes of work and policies to ensure that pupils' skills develop progressively has had an impact on the achievements of the older pupils. A high turnover of staff has led to breaks in the continuity and co-ordination of subject development and this too has had an impact on the standards achieved. There is a new headteacher and good morale amongst the staff. Teaching and learning are being effectively monitored. There is strong commitment to raising the achievements of all pupils, reflected in the action in English and mathematics which is having a positive impact on the quality of teaching and the standards achieved.

Pupils' attitudes, values and personal development

10. Pupils' good attitudes to school, values they show, and very good personal development has a positive impact on their learning in school.
11. Parents commented that their children like coming to school and this view was confirmed. Pupils are eager to come to school and the great majority quickly settle to tasks. Their interest is reflected very well in the keen response of many to the wide range of extra-curricular clubs provided.
12. In the majority of lessons pupils show good attitudes to their learning; they are keen to learn and keep to tasks well. In a few lessons behaviour was unacceptable and the result of the determined action by a handful of pupils to disrupt the learning for others. In some lessons where teaching was slow the pupils tended to lose concentration and did not listen to the teachers. For example, pupils in a Year 6 mathematics class were restless and noisy for the lesson introduction but got on with activities quickly and enthusiastically.
13. Behaviour in lessons and around the school is generally good. A small number of pupils lack self-discipline and there is some immature and attention seeking behaviour which hinders learning in a few lessons. The behaviour policy is well implemented in some lessons in which pupils are given a very quick reminder about expectations of behaviour. In other lessons this is less effective and, when combined with unchallenging work, leads to a breakdown in behaviour. Behaviour in the playground is particularly good with pupils enjoying the range of activities provided. Pupils are well aware of rules and conventions and generally follow them well. There is no evidence of serious bullying and racial

harmony is very good. Two pupils have been excluded from the school in the past year; a low figure compared with similar schools. Most pupils recognise the impact of their behaviour and actions on others.

14. Pupils show great respect for feelings, values and beliefs of others. They are kind and considerate, and very willing to help others, especially pupils new to the school and those that cannot speak English. Pupils are keen to undertake a range of jobs such as lunchtime monitors. They reflect well upon issues raised in assemblies and 'circle time' and are developing a good awareness of others' circumstances, for example in raising money for a boy in India. Pupils' personal development is very good and they respond very well to the encouragement that the school gives them. The school council is particularly effective; through pupils' initiative a sponsored walk raised significant sums to provide playground equipment. The council seriously debates and makes constructive suggestions on issues such as bullying and the use of equipment at lunchtime. Pupils are becoming well aware of environmental issues; as a result of a Year 4 geography lesson pupils now have recycling boxes in their classroom. Pupils gain a wide range of cultural and sporting experiences through their very keen participation in extra-curricular activities. Relationships throughout the school are very good. Pupils respond very well to the role models set by the staff.
15. Attendance figures are at about the national averages. Very few pupils have unauthorised absences. Most pupils are punctual and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory overall. In 66 per cent of lessons observed teaching was good or very good. Teaching is strongest in Years 4 and 5 where teachers use humour to maintain the easy rapport they have with even the most demanding of pupils. For example, fun was had when considering the rhyming patterns in a book with Year 4 pupils, whilst another teacher skilfully exploited the 'well what number do you think comes next?' to hold everyone's attention. Ten per cent of lessons are unsatisfactory and pupils make insufficient progress in these lessons. Teachers in these lessons are sometimes not firm enough in dealing with the behaviour of a few boys. This contrasts with the generally effective management of pupils' behaviour in all other lessons, which successfully blends clear expectations of behaviour with positive praise. The weakest teaching is in Year 3 and the result of a lack of challenge particularly for the higher attaining pupils. These lessons were too slow to maintain interest and motivate the pupils.
17. Teachers prepare their lessons thoroughly. They establish what the class is to achieve and the activities are very well matched to the different groups. Teachers monitor the progress of pupils effectively and make the necessary changes to the support they provide. Resources are prepared in advance and this contributes to the good pace in most lessons. For example, one teacher had prepared the necessary cube lengths to hand out to some pupils to show how they found fractions, whilst another teacher had a counting board to quickly demonstrate place value as pupils added multiples of ten. Both of these were put to good effect in supporting the lower attainers and challenging higher attainers in the class lesson. Support staff are well briefed and this ensures that the best use is made of their time to check that those with English as a second language are clear about the purpose of the activity and to help address the targets of those with special educational needs.
18. Teachers use their subject knowledge to match work to individual pupils and they pay careful consideration of the language demands placed upon them. In a Year 5 history

lesson sequencing cards had been prepared for writers. Teachers prepare guidance for writing in most lessons and this is particularly effective in science.

19. Homework is regularly set for pupils in Year 6. The work is well planned to extend that done in class and covers a good range of subjects. Teachers mark this thoroughly and their comments are useful to the pupils. This good practise is not consistent in other year groups.
20. There is very effective teaching of literacy across all year groups. In the best literacy lessons teachers share their intentions with the pupils and use the plenary to help them to assess what they have learned. Some very good fiction is chosen to stimulate pupils thinking and this is read aloud with good effect. A lesson with Year 6 pupils brought together these elements. The teacher had carefully selected some story endings from different genres and the impact of which had been evaluated by the pupils. At the end of the lesson pupils shared with the class how they had edited their own endings to improve the structure and the impact. Cross-curricular teaching is particularly effective in extending pupils' literacy skills. For example, the texts chosen to help Year 6 pupils gain an understanding of the Second World War helped develop empathetic writing and pupils made good progress in this form of writing.
21. The teaching of numeracy is successful in the majority of lessons. In one class the teacher briskly asked the class a series of mental arithmetic problems. The teaching part of the lesson skilfully explored the strategies that had been used by pupils of different abilities and one was chosen as a strategy to be explored further. This was effective and pupils gained in confidence. It was also a good example of pupils using language to explain ideas, something that is not addressed sufficiently in some lessons. In those lessons where learning was unsatisfactory, teachers do not challenge or extend pupils' thinking.
22. The EMAG (Ethnic Minority Achievement) teacher helps pupils gain in confidence and provides a productive environment for learning. Co-operation between the EMAG and class teachers is good, but there is lack of input into the class teachers' planning to ensure that tasks are well adapted to the needs of pupils and to the demands of the National Curriculum. They receive appropriate support during literacy hour through the staffing provided by the educational minorities support grant. However, there is very little teaching support in other subjects and their progress is erratic.
23. The teaching of pupils with special educational needs is good. The work is well matched for these pupils and the emphasis on literacy needs is taken into account in other subjects. Pupils on the register and with statements for behavioural difficulties receive good support and are managed effectively. Teachers and support staff ensure that there are plenty of opportunities for them to develop social skills through co-operative activities.
24. The quality of the teaching of writing has improved since the last inspection. The national strategies for teaching literacy and numeracy are effective. Teachers are more effective in teaching science and art as a consequence of clearer guidance. The teaching of music by all staff has not been addressed effectively and as a consequence teachers lack sufficient expertise to teach their classes.

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

25. The school offers the pupils a broad and balanced curriculum that meets the statutory requirements of the National Curriculum and includes religious education. Considerable

improvements have recently been made to the schemes of work and long and medium term planning since the last inspection and the breadth and balance is now good. Due emphasis is given to the teaching of literacy and numeracy through the implementation of the national strategies. The literacy strategy is particularly effective in making good use of other subjects to extend learning and skills. For example, extended writing activities are linked into the history study units and good quality fiction is used as basis for moral and personal development. The numeracy strategy is effective in providing for pupils to develop their mental arithmetic skills and strategies for computation. The recently introduced scheme of work has provided the necessary support to teachers and balance to the curriculum. Numeracy is successfully extended through the use of data handling in science.

26. Effective use is made of the schemes of work published by the Qualifications and Curriculum Authority to ensure that the coverage of all the subjects promotes continuity and progression in learning. The long-term curriculum plan ensures that all the programmes of study are addressed and the teachers' collaboration in producing medium term plans promotes consistency in delivery. A common format for short term planning is being used that enables teachers to make notes on pupils' achievements and so further adjust teaching to match children's learning needs.
27. The needs of all pupils are effectively addressed. Pupils identified as having special educational needs receive appropriate support. Care is taken that whenever a child is withdrawn from class he or she will not miss any part of the curriculum. Support in the classroom situation is given sensitively and is effective in promoting pupils' confidence and self-esteem as well as their learning. Their progress is monitored on a systematic and regular basis. Improvements in planning, increased levels of support during literacy hour and regularly reviewed individual education plans are having an impact.
28. The needs of pupils for whom English is an additional language and those who may be new to the English educational system are adequately met. The school provides a positive and welcoming environment for bilingual pupils and their parents. The prospectus is translated and translators are available for meetings. The EMAG assistant plays a central role in communicating with parents and providing bilingual support in the school.
29. The statutory curriculum is enhanced through a good range of extra-curricular activities that appeal to the children and support and enrich their learning. The children take pride in their achievements, which are very well integrated into the daily life of the school. During the inspection, children enthusiastically demonstrated their expertise in drumming and gospel singing, both during the after school activities and in assembly time. The school newspaper is of high quality and the children work diligently to ensure that editions are published regularly. During literacy club boys and girls are often involved on projects that will benefit the school and extend their range of reading and writing skills. Participation in these activities is open to all children. The clubs run successfully through the enthusiasm and dedication of the staff, visiting teachers and volunteers. Pupils also have opportunities to participate in visits to places of interest and recent visits to the National Portrait Gallery have inspired the children in the development of their own artwork. Extended residential visits also take place on a regular basis, enabling the pupils to study a contrasting environment and also promoting independence and co-operation.
30. The school provides very well for the personal, social and health education of the children. The 'circle time' that takes place in each class provides a valuable opportunity for each child to express thoughts and opinions and also to listen to others. The school council provides a very good opportunity for the pupils to help shape the ethos of the school and gives them a good experience of citizenship. The teachers provide exciting opportunities for pupils to work together in all subjects. For example, groups of pupils

sought out areas of the school grounds that were particularly unsightly and collaborated on deciding where best to guide the photographer to record the evidence. In another lesson pupils shared how they tackled a particular mathematics problem. This is particularly effective in increasing the motivation of pupils and in meeting the needs of pupils who find it difficult to settle to work on their own or who lack confidence in English. It encourages more pupils to take part in the lesson.

31. The provision for spiritual development is satisfactory. Items for thought and discussion are linked to the planned assembly and religious education themes. Religious education lessons and acts of collective worship further support the children's spiritual development. The thematic approach to planning these areas provides opportunities for children to explore such issues as faith and beliefs in different circumstances.
32. The provision for pupils' moral development is good. The school has effective policies in place to ensure that children are aware of right and wrong. Appropriate behaviour receives approval and inappropriate behaviour is managed skilfully and sensitively. Efforts made by children who experience problems with their behaviour to behave well are praised sensitively. The school council is an effective forum for children to discuss issues of what is acceptable and what is not. It further enables the children to take responsibility, in that they largely organise and run meetings themselves, show initiative and develop an understanding of living within a community. The successful building of the pergola to enhance the playground environment is proof of the effectiveness of the school council. The children are now raising funds to provide large play apparatus for their playground.
33. The cultural richness of the school community is very well celebrated. Each child's heritage is valued. For example, photographs of children are mapped to the parts of the world where their family originated, some older children have researched and written biographies of older family members, some of whom were brought up in different countries. Cultural traditions such as African drumming and gospel singing are given emphasis in school. The work on the life of Mary Seacole, the research into Gambia and the visits to local museums are just some of the ways the school extends pupils' cultural awareness.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school cares well for its pupils and the standard of care has a positive impact on their attitudes to and achievements at school. Staff know individual pupils and their backgrounds well and this enables them to cater well for their personal needs. Pupils are made to feel welcome, secure and valued. Child protection procedures are very good and staff have a good awareness of issues involved. The school maintains good liaison with the local care agencies. The school has good procedures for identifying health and safety issues and has taken good steps to deal with those issues within its powers. The condition of many window frames and the temperature in the temporary buildings give cause for concern for pupils' health and safety. Emergency procedures are secure and have been improved since the last inspection.
35. The school has very effective measures to monitor and promote pupils' attendance and punctuality. The consistent application of these procedures and the regular and detailed completion of registers has a positive impact on pupils' level of attendance.
36. The school has adopted a very good policy for monitoring and promoting good behaviour. The strong emphasis on developing self-esteem is having a positive impact on pupils' behaviour and attitudes. On a few occasions where teachers do not fully follow the policy or are not sharp enough in their application, standards of pupils' behaviour deteriorates.

37. The good monitoring of pupils with behaviour problems, including the active involvement of the headteacher, is assisting in raising standards. The very good range of playground activities and the clear, consistent application of rules are having a very positive impact on pupils' behaviour and relationships. Procedures for dealing with potential bullying are very effective.
38. Assessment procedures are satisfactory overall, although the school is still without an assessment policy. Good use is made of standardised tests to monitor pupils' progress in mathematics and English. A marking policy and teaching and learning policy provide sufficient guidance to all staff on using assessment, particularly in planning work for pupils. This is an improvement since the last inspection. Recent staff training on curriculum planning has resulted in improved daily and weekly planning for focused assessment. Most teachers are well aware of pupils' achievements but there are no systems to ensure that information on the levels pupils have reached or the skills they have learned is passed on to other teachers. This has a high priority on the school's development plan.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has worked hard and positively to develop parental links and its success has led to good parental involvement in the life of the school. The well-written home/school agreement and parental support of the school's behaviour policy are having a positive impact on pupils' attitudes and behaviour. However, the lack of regular homework and the use of home reading diaries places limitations on parents' involvement in their children's education. Every effort is made to involve parents in the life of the school.
40. The school provides very good information to parents, an area of considerable improvement since the previous inspection. Newsletters are of very good quality providing comprehensive news of the life of the school and details of the work to be done by pupils in each term for each year group. The prospectus and governors' annual report also provides information in a helpful and understandable form. Annual reports and termly consultation evenings give parents good information of pupils' achievements and identify areas for improvement well.
41. The school is open and welcoming to parents, who are encouraged to attend assemblies, talk to teachers and attend coffee mornings. The headteacher sets a fine example by always being available at the start and end of the school day. Regular coffee mornings are well attended and English language classes are held on the premises to support parents who are new to this country. Parents give voluntary support to the school in many ways, and these are much appreciated by the staff and children. Parents contribute well to the pupils' education; the Home/School Association provides a range of social events and is an effective fundraiser; parents provide good support to classes. The governing body has had no shortage of candidates to fill the recent vacancies for parent governors. Parents of pupils with special educational needs are involved well in arrangements for their care and support.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The recently appointed headteacher shows very good leadership in setting high expectations of all the pupils and implementing a strategic plan for raising standards in

the school. A positive ethos of achievement extends throughout the school and is ensuring high quality relationships and effective team working. Without exception parents who shared their views of the school with inspectors praised the headteacher and the staff for the many improvements that have been made in a short time.

43. The management of the school is good. The headteacher has brought together a senior management team that works effectively. This is an improvement in management since the last inspection. The senior staff have a good grasp of the school's relative strengths and weaknesses and the action needed to raise standards. National test data and standardised scores are used to identify areas of success and also underachievement. Alongside this the senior management team consider the subject reports presented by other staff to prioritise action. Extra funding from the local authority has been effectively used to raise standards in literacy and to improve the relevance of the curriculum for some minority groups. Other groups of pupils have also been identified as needing additional support and a good range of strategies have been used, for example the poetry group, the mathematics challenge lesson and all girls football skills lessons. Many of these initiatives are relatively recent and their effectiveness has not yet been monitored. The curriculum has been improved to ensure it is more relevant to the needs of pupils through the introduction of schemes of work and agreed formats for daily and weekly planning.
44. The management and development of subjects, particularly to address the changing needs of pupils entering the school, has until recently been inadequate. A high rate of staff turnover which followed the last inspection caused many breaks in the continuity of learning for some pupils and created gaps in subject monitoring and development. The effects of this are still evident in Year 6 where the achievements of pupils in speaking and listening, mathematical language and reasoning, history, music and geography are below what would be expected. Curriculum co-ordinators now have strategic developments planned for their subjects with training and funding needs identified. The co-ordinators are effectively influencing the work of teachers through their involvement in planning and a limited amount of direct observation.
45. The special educational needs co-ordinator manages the need of these pupils well. She effectively promotes liaison between all staff involved in teaching and supporting these children. The importance of involving parents in helping to promote their children's learning is well recognised and parents are actively consulted at all stages. A reduction in the hours of the special educational needs co-ordinator and the increase in classroom support has been well managed and ensures that the individual plans for pupils are more effectively monitored.
46. A particular strength of the leadership and management in the school is the involvement of pupils and parents. Five or six parents regularly help out with the literacy club whilst others take part in gospel singing and drumming. Parents are welcomed to the assembly each week to share in the achievements of various groups which re-affirms the quality and breadth of experiences that pupils are receiving. Pupils' views on how improvements could be made are managed well through the school council.
47. The governing body, previously serving both Infant and Junior schools, has just been reconstituted. They are adopting the successful mechanisms that have recently been established to monitor and review the school's performance and fulfil their statutory responsibilities. Most of the key issues identified in the last inspection had not been addressed before the arrival of the present headteacher. The governors have since been made aware of some of the other weaknesses identified within the last inspection report and are well informed on the action that has been taken. Progress in addressing the previous issues has been quick and effective.

48. Teaching and learning is regularly and effectively monitored by the headteacher and all teachers receive good quality feedback that identifies ways forward. Teachers' planning is also evaluated by the headteacher and ensures that the consistent practice in identifying and planning for different needs is monitored. This is having an impact on teaching and helping to raise expectations and standards. In addition to monitoring teaching directly, the headteacher shares some of the teaching responsibilities with colleagues, for example in teaching religious education to Year 6 or team teaching in a literacy hour. The results of both formal and informal monitoring help the school identify the training needs. A comprehensive programme of staff training for all teachers has improved their effectiveness as literacy teachers, ensured the successful introduction of the numeracy strategy and provided more strategies for dealing with the low self-esteem of many pupils. The staff have benefited from opportunities to share their practise and that of teachers in other schools.
49. The accommodation is adequate for the numbers of pupils but it is in a poor state of repair. The old wooden classrooms, originally designed as secondary school science laboratories, are unsuitable for the primary curriculum. The school roof leaks and it was necessary to close the school on one day last summer as heavy rains weakened large areas of plaster ceiling. A number of windows are insecure particularly those facing out onto the playground and pose a health and safety risk. Learning resources are sufficient to teach literacy and numeracy. There are shortages in geography and history that limit the development of pupils' research skills.
50. Financial planning is secure and the minor recommendations of the last audit report have been implemented. The secretary provides valuable support to the headteacher, staff and governors. A small carry forward of two per cent on last year's budget was the result of adjustments in pupil numbers and this year's budget has reduced this further. The school has made a good start on applying best value principles through its purchasing arrangement and successful bids for local authority grants.
51. Spending decisions are closely matched to addressing areas of greatest need as identified in the school development plan. Support staff are deployed well. The additional funding for staff training and development has been put to good use in developing team work and whole school planning. There is financial support for some initiatives, such as the gospel singing and the drumming club, which benefit all the pupils in the school and have raised the profile of the school amongst parents. Good use has been made of the local authority funding to raise achievement amongst minority groups. The educational minority achievement grant is used well to provide literacy support for pupils recently arrived and often with very little previous schooling. The school has only recently had control over this funding and is looking to ways to rectify this difficulty.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The school has established a clear agenda for improving the standards and the quality of teaching and learning. In addition the headteacher has a vision of other ways the school could move forward. Inspection found that the following issues for improvement must be addressed in order to bring about further improvements.

Raise standards in mathematics by:

- putting into place a system for recording pupils' achievements in all aspects of mathematics; (*para 38*)

- by ensuring that whole class teaching identifies more closely pupils' different levels of mathematical reasoning; (*para 21, 68*)
- providing more opportunities for investigative and problem solving work that will develop pupils' use and application of computational skills; (*para 68, 74*)
- providing more opportunity for pupils to collect, represent and interpret data. (*para 68*)

Raise standards in speaking and listening by:

- making this a more focused part of the lessons. (*para 54,58, 59*)

Improve the quality of teaching in Year 3:

- by sharing the good practice seen in other classes; (*para 16, 17, 20*)
- improving the daily planning in order to clearly identify expectations for different groups of pupils; (*para 16, 58, 66, 68, 79*)
- using the criteria outlined in the school's teaching and learning policy to identify strengths and weaknesses.

Minor issues that whilst not weaknesses should be considered by the school:

- raise the level of challenge of work that is set for older pupils with English as an additional language and provide training for the recently appointed EMAG teacher; (*para 22*)
- develop consistent practise in the use of homework to extend learning and so build on the very effective links already established with parents and carers; (*para 19, 39*)
- devise a more formal recording system to track pupils' progress in National Curriculum subjects; (*para 38*)
- provide additional resources for history and geography in order to provide more opportunities for individual research; (*para 93, 96*)
- re-consider the timetabling of music lessons in order to provide smaller teaching groups; (*para 104*)
- ensure that the school's behaviour policy is consistently applied; (*para 12, 13, 16, 60*)
- monitor recent developments to judge their effectiveness in meeting the aims to provide a more relevant curriculum. (*para 44*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

67

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

34

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	21	45	24	9	1	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	Y3-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	284
Number of full-time pupils eligible for free school meals	-	104

FTE means full-time equivalent.

Special educational needs	Nursery	Y3-Y6
Number of pupils with statements of special educational needs	-	5
Number of pupils on the school's special educational needs register	-	82

English as an additional language	No of pupils
Number of pupils with English as an additional language	97

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	41	33	74

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	25
	Girls	21	19	19
	Total	42	40	44
Percentage of pupils at NC level 4 or above	School	57 (38)	54 (46)	60 (58)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	23	26
	Girls	19	18	24
	Total	36	41	50
Percentage of pupils at NC level 4 or above	School	57 (47)	54 (58)	59 (63)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	19
Black – African heritage	22
Black – other	14
Indian	8
Pakistani	4
Bangladeshi	10
Chinese	1
White	179
Any other minority ethnic group	26

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: Y3 – Y7

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	22
Average class size	26

Education support staff: Y3 – Y7

Total number of education support staff	10
Total aggregate hours worked per week	142

Financial information

Financial year	1998/99
	£
Total income	559589
Total expenditure	530388
Expenditure per pupil	1817
Balance brought forward from previous year	-17981
Balance carried forward to next year	11220

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	274
Number of questionnaires returned	43

Percentage of responses in each category

My child likes school.

My child is making good progress in school.

Behaviour in the school is good.

My child gets the right amount of work to do at home.

The teaching is good.

I am kept well informed about how my child is getting on.

I would feel comfortable about approaching the school with questions or a problem.

The school expects my child to work hard and achieve his or her best.

The school works closely with parents.

The school is well led and managed.

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	37	2	0	5
My child is making good progress in school.	49	42	5	0	5
Behaviour in the school is good.	19	77	2	0	2
My child gets the right amount of work to do at home.	19	30	35	9	7
The teaching is good.	40	42	7	0	12
I am kept well informed about how my child is getting on.	47	42	7	0	5
I would feel comfortable about approaching the school with questions or a problem.	72	19	2	2	5
The school expects my child to work hard and achieve his or her best.	56	40	0	0	5
The school works closely with parents.	53	35	7	0	5
The school is well led and managed.	63	26	2	0	9

The school is helping my child become mature and responsible.

The school provides an interesting range of activities outside lessons.

67	23	7	0	2
42	44	9	0	5

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

ENGLISH

53. Results of standardised tests in English at the end of Key Stage 2 in 1999 were below national standards, but above average when compared with similar schools. The percentage of pupils reaching the higher level was close to the national average. There has been improvement in standards since 1998, which is confirmed by this inspection. Overall, pupils reach broadly average standards in reading and writing but are below average in speaking and listening. Pupils with special educational needs are well supported and make good progress.
54. Higher attaining pupils have good speaking and listening skills and respond well to teachers' questions. For example, they confidently talk about texts when preparing to write for a younger audience, including details such as the effect of the size of the font on the reader. They are developing sound skills in evaluating their work and in making critical judgements. However, many pupils have a limited range of speaking skills. They communicate everyday events adequately but often struggle to explain ideas, such as why one story ending is better than another. Pupils find it difficult to reason or to speculate although, when given the opportunity, improve their skills in this respect. For instance, one Year 6 group worked collaboratively, effectively discussing a text to distinguish between fact and opinion. They reasoned, gave a point of view and sought agreement before writing their findings on a board. Many pupils lack the ability to describe accurately and to use language appropriate for the context and subject. For example, pupils who made prints in art lessons knew the stages involved but did not state these in a logical way or use terms for the implements involved, such as blocks and rollers. A minority of pupils find it hard to listen to teachers and to each other.
55. Standards in reading on entry to the school are well below average but pupils generally make good progress to reach broadly average levels of attainment by the end of the key stage. Fluent younger pupils read their books confidently and with expression but many are still at an early stage of independent reading, acquiring a basic sight vocabulary and using only simple phonic cues. By the time pupils are in Year 5, they have progressed to above average standards. However, the current Year 6 is less well placed and although many children are fluent, lower attaining readers have insecure phonic skills for tackling unfamiliar words and are often hampered by poor vocabulary. They have a reasonable sight vocabulary but do not take sufficient notice of punctuation or correct errors. While these pupils get the gist of what they read, they sometimes miss essential meanings and lack fluency. The more advanced pupils read fluently and with good expression. They have clear opinions about the books they read and give sound reasons for their preferences, discussing plot, character and making inferences from the text. All pupils read books at an appropriate level. Some have favourite authors and explain why they like a particular style of book. They know how to use contents and index pages but do not scan or skim to locate information.
56. As a result of the considerable emphasis on developing skills in writing, pupils make good

progress and by the end of the key stage many reach average and higher standards. Pupils write for a wide range of purposes such as autobiography, accounts of famous people, reports for newspapers as well as stories and poems. They learn to argue for and against a point of view and to give opinions. They begin to develop a good sense of what will interest the reader and how to adapt their writing to an appropriate style. For example, Year 5 pupils adapted stories for audiences of different ages and Year 3 pupils wrote plausible sequences to the story of 'The Paper Bag Princess', following an unconventional theme. Year 6 pupils wrote stories, entitled the 'Open Door', which successfully built suspense into a story. They worked in pairs on each other's stories to evaluate the piece and improve the ending. Overall, however, by the end of the key stage there is considerable variation in the quality of written work of higher and lower attaining pupils. For example, lower attaining pupils write at some length but with minimal development of plot and little or no punctuation, although spelling is mostly sound. Higher attaining pupils spell adequately, punctuate appropriately, sometimes use paragraphs, write dialogue and choose interesting vocabulary. Their stories are well structured, settings described and characters developed. Throughout the school the standard of poetry is very good. Presentation is good, with neat, cursive handwriting.

57. Teaching ranges from poor to very good with most teaching good or very good. Teachers use the National Literacy Strategy particularly well to encourage pupils to use the different features of English in extended pieces of writing. Good or very good teaching is characterised by good planning, well-paced lessons and tasks that enable all pupils to understand and benefit from the learning intentions of the lesson. For example, a Year 5 teacher started with a quick review of what pupils had learned during the week and then read a text helping pupils develop expression. Questions targeted pupils of different abilities to help them to think about and explain how to write for children of different ages. A good model for writing on the board incorporated pupils' contributions and showed them how to proceed. This enabled pupils, with the aid of a thesaurus, to write sentences with rich vocabulary such as, 'Suddenly, diminutive drops start to fall from the sky'. Clear instructions for group work enabled pupils to settle quickly to tasks. The pace was maintained by time limits with reminders to help concentration. A storyboard provided opportunities for pupils in need of support to talk about their work in a task focused on objectives similar to those set for rest of the class.
58. Poor teaching results from failure to implement the behaviour policy and a slow pace of lesson with unchallenging tasks insufficiently focused on literacy objectives. These are sometimes weaknesses in some otherwise satisfactory lessons. For instance, pupils of lower attainment and those new to speaking English are sometimes given tasks lacking challenge and are not well supported in their learning. While teachers in general manage question and answer sessions very well, insufficient attention is given to other speaking and listening skills.
59. Pupils who are not receiving special needs help have insufficient opportunity to read aloud and to improve their reading strategies. In general, there is a lack of planning for tasks that focus on speaking in a wider range of contexts to enable pupils to use oral language appropriately for different purposes.
60. Most pupils have good attitudes to learning. They respond positively to class teaching, answer questions enthusiastically, are co-operative and have good concentration when working independently. They enjoy English lessons and respond well to the variety of activities. Pupils usually listen well to each other and show respect for feelings as they did in a poetry class when they listened to each other's poems and gave thoughtful, evaluative feedback. A minority of pupils display immature behaviour which slows the pace of their learning.

61. Pupils are introduced to a wide range of authors and poets from different cultures and traditions. They benefit from initiatives such as the literacy club that is enthusiastically attended by many pupils. This provides additional support whilst effectively promoting literacy as an enjoyable and purposeful activity.
62. The subject is well led and much has been done to implement the Literacy Strategy, improve resources and the teaching. As a result there has been considerable improvement in standards, particularly in writing. However, there are inconsistencies in the practice across the school. For example, progress has been made on assessing writing and reading tests have been introduced but there is as yet no consistent way to use these effectively. Some classes have reading diaries and others monitor progress with the use of targets set out in their English books. Some pupils take books home but there is no home/school reading agreement to help parents make more impact on their children's reading.

MATHEMATICS

63. Over the past four years results of standardised tests in mathematics at the end of Key Stage 2 have been falling. In 1999 they were well below the national average, although average when compared to similar schools. The percentage of pupils reaching the higher level was also well below the national average. Test scores improved in 1999, in line with national trends and boys and girls achieved similar levels.
64. Overall the standards achieved by the oldest pupils in the school are below average and lower than at the time of the last inspection. Pupils reach broadly average standards in number but standards are below average in mathematical reasoning and language, and handling data. At the end of the key stage the majority of pupils use a range of methods for calculating whole numbers. They have a secure grasp of the number system and use this knowledge to work with decimal numbers. They understand the relationships between percentages and common fractions such as a half and a quarter. The gaps in pupils mathematical experiences are now being addressed well through the introduction of the numeracy strategy and a scheme of work and pupils are making satisfactory progress overall.
65. Higher attaining pupils in Year 6 are developing their ability to reason mathematically. Teachers are giving more emphasis in their lessons to prediction and estimation and pupils are making satisfactory progress in this aspect. They predict rules governing a numerical sequence and are starting to set out investigations methodically. They talk about the strategies used to multiply two and three digit numbers. However, many pupils lack the ability to identify or explain patterns in a set of numbers or explain their results.
66. Standards in mathematics are below average on entry. The standard of work seen in Year 3 both during lessons and from a scrutiny shows a broad range of attainment. The average and low attaining pupils make satisfactory progress in beginning to understand place value and ordering numbers to 100. Higher attaining pupils are insufficiently challenged and their progress is unsatisfactory.
67. In Years 4 and 5 standards of attainment in using number and understanding place value are above those expected. In other aspects of mathematics, achievements are as expected. Pupils have a quick recall of number facts including multiplication and division and add and subtract multiples of ten from 4 digit numbers. They are confident in using techniques such as rounding up to the nearest 100 or halving and doubling to find fractional values. The average pupils in Year 5 add and subtract decimal numbers and use appropriate methods for multiplying 2 digit numbers. Progress in lessons and over

time is good. These pupils have benefited from the recently implemented scheme of work and the implementation of the national numeracy strategy.

68. Throughout the school pupils collect data to enter onto a range of graphs. They interpret the data to make general statements about the difference between intervals, but their ability to speculate or draw conclusions is below that expected in all year groups. The work scrutinised did not challenge or extend pupils' skills in this aspect and progress is unsatisfactory. Pupils identify and name common two and three-dimensional shapes. Pupils in Year 5 knew the names of the most common triangles and rectangles and described these with reference to their angular measurement. Pupils use analogue and digital clocks to record different events and read a variety of scales to measure temperature and distance. Progress is satisfactory in this aspect.
69. Pupils with special educational needs receive appropriate support and teachers are aware of those with particular targets. Pupils with English as an additional language have no additional support in mathematics and assessments of their mathematical competencies are not yet undertaken. Teachers make assessments of their needs on a daily basis and set appropriate activities but there is insufficient support for them during whole class teaching.
70. Most pupils have good attitudes to learning. They respond positively to class teaching, answer questions enthusiastically, are co-operative and have good concentration when working independently. They enjoy the mental arithmetic sessions when these are pacy and have the added challenge of quick fire questions from the class teacher. They respond very well to measured praise and rise to the challenge to explain how they worked out the answer to the class. Pupils usually listen well to each other and show respect for feelings, as they did for example when a pupil in Year 6 demonstrated how to read a conversion graph to convert miles into kilometres. One lesson in Year 6 was spoiled by the immature behaviour of a group of boys, which disrupted the pace of the lesson.
71. Overall teaching is satisfactory. Half of the teaching observed was effective for pupils of all abilities. However, one in five lessons is unsatisfactory. The teaching of numeracy is good in Years 4 and 5 and contributes to the good progress pupils are making. The cracking start to a lesson on teaching a strategy for adding two and three digit numbers incorporated brisk questioning. This contrasted with a lesson that quickly became bogged down with pupils waving hands to gain the teacher's attention. Some teachers have appropriate resources available to support practical demonstrations but sometimes valuable time was lost sorting resources during the teaching time.
72. Teachers know the needs of their pupils in developing an understanding of place value, and extending the number system and activities are generally well matched to pupils of similar abilities in all classes. This is particularly evident in Year 6 where the marking of pupils' work is helpful and informative. The work seen on data handling and shape and space is well matched to pupils needs in Years 4 and 5 but less well targeted in Years 3 and 6.
73. Some teachers use the National Numeracy Strategy well. The teaching element and the short mental sessions are well planned. Teachers challenge pupils of all abilities and develop strategies and objectives methodically. The short mental activity is well targeted at different needs and pupils respond very well to the small successes and achievements that are appropriately praised by the class teacher. A successful initial session on ways to subtract made use of pupils' answers to breakdown a strategy. The confidence the pupils gained in this session led to an enthusiastic start to their individual tasks. Good use is made of peer support and in one lesson the teaching was shared by the teacher and

the pupils with the pupils having to explain how they used multiplication facts to calculate fractions. Public praise and also the opportunity to have another go skilfully enhanced the quality of relationships with some pupils. Pupils are encouraged to co-operate with each other to discuss their calculations and explain their working and this is used to benefit those with English as an additional language and has a very positive effect on those with behavioural problems.

74. The teaching of mathematics is unsatisfactory in Year 3. Teaching fails to match the abilities of individuals and is not effective in developing pupils' mathematical thinking. Pupils are not sufficiently challenged by some of the activities. For example in finding ways to describe shapes other than by the number of sides, or to use rounding up or down when adding and subtracting two-digit numbers.
75. The co-ordinator has shown good leadership since taking up the post two terms ago. A commercial scheme of work has been introduced which is providing good support for the numeracy strategy. In addition she has led the whole school in training for numeracy, supported colleagues in their weekly planning and supports them in class. Shortcomings in the attention given to number and algebra identified in the previous inspection report have been successfully addressed in most year groups. A review of resources has been carried out and a development plan for the subject is now in place. The school is clear about what still needs to be achieved to further raise standards.

SCIENCE

76. The results of standardised test in 1999 were well below the national average and below the average compared with similar schools. The proportion of pupils achieving at the higher level was close to the average for similar schools. Although there has been a dip in attainment since the last inspection, the 1999 results are improved from those of 1998.
77. Inspection evidence indicates that the attainment of the majority of the pupils is average at the end of the key stage. Attainment on entry to the school is well below the national average and pupils are making good progress as a consequence of improvements to the scheme of work. Standards of work in the pupils' books indicate that continuity and progression in learning in experimental and investigative science is having an impact on achievement. Older and the higher attaining pupils are recording investigations by including details of their hypotheses, methods, including reasons for, and explanations of fair testing, accurate measurements and explanatory conclusions. Younger pupils record their findings on a less sophisticated level, but a focus is maintained on scientific recording using appropriate scientific vocabulary.
78. Pupils respond to their science lessons with enthusiasm and curiosity. They co-operate well in setting up and carrying out investigations, use equipment well and take care with apparatus. They talk together in small group situations about what they are doing and pose questions. For example, when investigating how much rubber bands stretch when increasing weights are added, 'Oh! The rubber band stretched an equal amount each time we added another 10gms, but now it's stretching more when we add more 10 gm weights. Why?' In another instance, children were working in small groups discussing how particular domestic appliances accelerate evaporation. Each group appointed a scribe and spokesperson for their group to report their ideas back to the class. This worked well and the children were clearly building on and applying knowledge that they had acquired earlier. They maintain good levels of concentration throughout activities, follow instructions, work with accuracy and at a satisfactory pace.
79. Teaching is satisfactory overall. Planning for the teaching of science is consistent

throughout each year group, reflecting the scheme of work. Lessons are well planned to build upon the pupils' earlier learning and experiences. Children with special educational needs are supported in their learning of science through careful explanation and questioning. Scientific vocabulary and terminology is used appropriately and care is taken to ensure that the pupils understand it fully. In the better lessons, skilled open questioning by the teacher enables the pupils to develop a focused line of enquiry and to pursue this independently. Where lessons are less effective, the focus of the learning lacks clarity and the pupils were asked closed questions that did not promote independence of thought. Independence in scientific enquiry is encouraged through the science 'challenge' displays that are a feature of many classrooms. Resources available are appropriate, and along with the clear instructions and open questions stimulate the pupils' sense of enquiry. In Year 6, the pupils' attention is drawn to the relationship between mathematics and science. For example making accurate measurement in appropriate standard units, selecting an appropriate scale when constructing graphs and devising conversion graphs. Well designed recording formats and frameworks support children who find difficulty in written recording.

80. Since the last inspection a scheme of work has been successfully introduced to cover the programmes of study. Teacher assessments in relation to National Curriculum levels are not yet fully developed in order that pupils' attainments are effectively tracked throughout the school. The consistent approach to the planning of science provides a sound base for the future monitoring of teaching in this subject.

ART

81. The standard of art is good and displays are of a high quality throughout the school making a very positive contribution to the learning environment. Self-portraits, displayed alongside photographs, give value to all pupils as well as the opportunity to develop skills in representing faces through different media such as pastel, watercolour, collage and charcoal. Work on display is of a consistently good quality, typified by the beautiful finish on the Celtic broaches.
82. Pupils experience a good balance between exploring and using different materials, techniques and tools and in finding out about art of other times and in different traditions. Year 4 pupils learned about the work of Holbein as they drew charcoal portraits. They discovered the purposes of the African masks they made. Year 6 pupils showed a good feel for different approaches when they work in the style of painters such as Modigliani and Delacroix. The pupils' creativity is illustrated by displays of clay models and lovely pictures painted with dyes to illustrate anger. Notebooks effectively enable pupils to try out and practise techniques with charcoal and paint.
83. Teaching is good or very good. In a very good lesson in Year 5, skilful demonstration showed pupils how to observe and to sketch light and dark, enabling them confidently to start their own black and white paintings. They carefully sketched the lighter parts of fruit or household objects, representing shapes well. They know how to mix paint to the required shade and to control brush strokes. The teacher intervened effectively to talk with pupils about where light falls so that they recognise the importance of light and shadows for giving solidity to objects. Teachers support pupils well anticipating difficulties in, for example, a collage lesson. The provision of photographs of kettles and jugs helps pupils deal successfully with light and shade. Teachers encourage pupils in developing artistic appreciation as they review what they have done.
84. Resources and artefacts are used well and visits to galleries enhance the subject. Art is well led and the co-ordinator has a clear view of the direction it should take. Good

progress has been made through the planning to ensure pupils have a good repertoire of skills and knowledge of art and artists. Older pupils find it difficult to use language particular to the subject when describing and evaluating their work. And there is room for improvement in pupils' ability to express their developing knowledge and understanding. Artwork complements other subjects such as English. For example, the poems inspired by Ted Hughes are mounted on gloomy, atmospheric paintings in subdued colours, which increases the feeling invoked by the poetry. There are many instances where pupils learn about the past through art, such as the mosaics made by Year 3 pupils as part of their study of the Romans.

DESIGN AND TECHNOLOGY

88. Little teaching of design and technology was observed during the inspection. Pupils' work, teachers' planning, and displays of current and completed work show that standards throughout the school are in line with national expectations.
89. Pupils have a good range of opportunities for designing and making a range of products. Whilst much of the work is linked to art there is a strong emphasis placed on design, evaluation and constructional skills. Younger pupils working on mosaics produce designs of varying complexity, showing a good awareness of shape and symmetry. Completed Celtic broaches that the pupils had made were of high quality and the pupils were appropriately pleased with their efforts. Older pupils, working on building model air raid shelters, had considered strength within solid shapes and built prototype structures to test and evaluate their ideas before commencing the building of the final models. Pupils' progress in design and technology is satisfactory and pupils have positive attitudes towards the subject. The high standard of the completed artefacts on display clearly demonstrates the skills that the pupils are developing. Their willingness to talk about their work and how they evaluated and adjusted the designing and making process gives a clear picture of the progress they make.
90. Teachers' planning shows that the scheme of work is well used and that there is full coverage of all the aspects of this subject, promoting continuity and progression in learning. This is an improvement since the last inspection. Where appropriate, the learning is linked to other subjects in the curriculum such as art, mathematics, history and geography. Resources are satisfactory and are in sufficient supply for all pupils to be able to work in groups or as individuals.

GEOGRAPHY

91. Only one lesson was observed and there is no judgement on teaching. The very small amount of work available for scrutiny and discussion with pupils show that pupils' knowledge and understanding of places and themes are below expected standards. Pupils at the end of Key Stage 2 have little knowledge of their own locality and cannot compare or contrast it with another region of the United Kingdom. They have not developed geographical skills in order to make observations and to record results of investigations and insufficient investigative work of human and physical features has been undertaken. Overall, pupils lack awareness of the impact of the human population on the environment.
92. In the lesson seen teaching effectively demonstrated to pupils how people affected the environment and helped pupils consider ways they could make improvements. The teaching skilfully developed collaborative skills and decision making. Pupils investigated areas of the school grounds, mapping where litter could be found and photographing the evidence.

93. The previous inspection identified a well-developed scheme of work for geography. However in discussions with the recently appointed co-ordinator it is evident that the effective use of this to plan for geographical skills and themes had not been maintained. In addition the subject was without a co-ordinator for some time and the subject was not monitored. The present scheme of work is supporting staff in providing a progressive programme and the action plan has identified the need to monitor teaching and planning closely. The co-ordinator has purchased new resources to support teachers with their planning. However the reference library does not contain sufficient materials to support geographical enquiry.

HISTORY

94. Standards are below expectation. Pupils sometimes demonstrate good recall of recent studies, such as of the Crimea and Mary Seacole's life and show they understand that British history divides itself into eras, but they have little factual knowledge of any of them. Consequently, they can neither describe the characteristics of periods they have studied nor explain the changes that have taken place, for example in buildings, fashions, and customs. Pupils in Year 6 produced very sensitive accounts and letters in connection with work on evacuees in World War Two and are developing an understanding of cause and consequence. Pupils' writing on the Ancient Greeks in Year 5 demonstrates their understanding of how they have influenced the modern world through architecture and sport. However, the majority of the work throughout the school is very limited, with ideas undeveloped and research lacking in depth.
95. The lessons observed were effective in developing historical knowledge and enquiry, and the teaching was good. As a consequence pupils are beginning to acquire the skills and knowledge needed to improve standards. Lessons are well prepared and resources such as original letters written by evacuees are often of a high quality. Teachers encourage pupils to use their historical knowledge of wartime Britain, for example, to demonstrate how shortages of food and clothing affected children's lives at the time. Tasks are well matched to pupils' abilities, so that those with special needs write postcards, whilst higher attaining pupils write detailed letters as if from evacuees. The shared planning involving the support teacher was successful in raising the pupils' awareness of influential people from countries other than the United Kingdom. The teachers used the similarities in the experiences of both Mary Seacole and Florence Nightingale sensitively to show that issues such as prejudice have a history. Teachers move about the pupils when they are working in groups and praise appropriately. However, the quality of much of the pupils' written work results from a lack of experience in interpreting historical evidence. Individual and group research is inadequately planned, so that pupils do not develop the relevant skills in a progressive way.
96. Since the previous inspection, the role of the co-ordinator has been more fully developed, and the scheme of work is supporting staff in providing a progressive programme. Whilst the school makes use of a number of visits to places such as Verulamium and the Imperial War Museum to carry out research, resources in the school are insufficient to allow pupils to develop their own lines of enquiry and research.

INFORMATION TECHNOLOGY

97. No teaching of information technology was observed during inspection week. However, individuals or pairs observed at work in the classroom and discussions with pupils show that standards have improved and the majority of pupils reach the national expectation at the end of the key stage.
98. At the end of the key stage pupils work confidently with a number of writing, charting and art programs as well as carrying out successful research. For example they communicate information about the weather in both word and chart form, about the weather. Pupils store and retrieve information about rainfall and make use of the Internet and CD Rom to retrieve information. Their word-processing of accounts of the life of evacuees is accurate, and they operate in a variety of fonts with headings. Pupils produce bar charts and pie-charts, for example, showing the popularity of pop-groups and use design packages to make millennium posters. They devise procedures to control the movements of robotic toys. Their skills are used to support work in other subjects such as data handling.
99. Progress is at least satisfactory and the school has made good use of a limited number of machines and software to raise standards. Boys and girls have positive attitudes towards the subject and are encouraged to use computers as a tool for learning. Teachers share planning to ensure that pupils are taught skills in a progressive way. Their planning identifies the programmes to be used and how these will support other learning. The use of computers is well organised during lessons providing pupils with regular opportunity to extend number skills or draft their writing.
100. The recently appointed co-ordinator has a very good action plan that maps the continuing development of the subject. A new computer suite is to be installed next term and the co-ordinator has detailed plans for its immediate use. The subject is well managed which contributes to the improving standards seen during inspection.

MUSIC

101. Standards were unsatisfactory at the last inspection. With the improved teaching and additional provision standards are improving. Despite some effective teaching, the majority of pupils who are about to leave the school have insufficient experience to enable them to reach expected standards in musical composition, performance and appreciation. The school has still to build on recent initiatives, such as the drumming and the gospel singing, to consolidate the teaching of music in the classroom.
102. Younger pupils try out instruments for different sounds and follow directions for loud and soft. They handle instruments carefully and have some good ideas when trying to demonstrate vibration. Year 6 pupils work in groups to create atmospheric sounds. While some are successful, for example in demonstrating crescendo, diminuendo and a moment of silence to increase effect, many pupils find it difficult to create a sustained sequence that goes beyond merely experimenting with sounds.
103. After school clubs are considerably raising the profile of music in the school. Gospel singing is well attended by pupils who are very enthusiastic and perform confidently. In an assembly they sang rhythmically, clapped to the beat, had good pitch and successfully changed key to heighten the effect. They vary their singing to create different moods. They make a good contribution to the school as a community. There is also a very successful drum club and pupils are encouraged to perform music learned at home in assemblies.

104. Teaching of music is satisfactory and pupils sometimes make good progress. Teachers in a lesson with all Year 5 pupils shared the questions and answers and so created a good atmosphere in which to listen to 'Peter and the Wolf'. The teachers' questions were used well to assess learning from previous and the current lesson. Whilst the lesson was well managed the size of the group limited the numbers of pupils who could respond. Resources are appropriately chosen to support the intentions of the lesson. Teachers make good use of the guidance available and lessons are well organised to incorporate the different elements.

PHYSICAL EDUCATION

105. Four lessons were observed; one in games skills, two in dance lessons and one in gymnastic activities. Standards are in line with expectations. Year 4 pupils achieved a good standard in creating sequences of movements. They challenged themselves to develop an idea, some using their faces to create an appropriate expression. They exercised good self-control adjusting to the time and tempo of the music. In another lesson pupils produced good sequences in dancing. Pupils in Year 6 mastered 'stripping the willow' and performed this with control and feeling. Almost all pupils learn to swim the minimum distance of 25 metres by the time they leave the school.
106. Pupils are generally keen and enthusiastic and this is contributing to the good progress made in some lessons. During a football lesson pupils watched each other's ball skills and helped each other to improve. Confidence in using the skill was successfully encouraged in this way. The success of a country dancing lesson was in part the result of effective collaboration between groups of pupils of different genders. In one lesson however some pupils spent a great deal of time talking or being immature in their behaviour. This was not dealt with firmly and as a consequence the lesson did not contribute to pupils' learning.
107. Of the four lessons observed, three were good or very good and there were a significant number of strengths. Teachers generally made their expectations clear so that pupils knew exactly what they had to achieve and why. Lessons began with an appropriate warm-up and attention was given to pupils' health and safety. Teachers kept the pupils focused on their tasks and often used them to provide demonstrations. Sometimes teachers provided good role models by demonstrating movements themselves. In the better lessons teachers managed the pupils well, curtailing any restlessness and speaking quietly in the echoing gymnasium. They challenged pupils to do their best, and praised them appropriately. In the unsatisfactory lesson the teacher shouted, and did not help pupils to grasp what they needed to do to improve. The methods used did not achieve the learning objectives set out in the plan.
108. Satisfactory improvements have been made to the planning of lessons and resources since the last inspection. Opportunities have been provided for pupils to take part in competitive sports including a girls' football team. Guidelines are now in place and act as an effective tool for planning.

RELIGIOUS EDUCATION

109. Attainment is in line with the expectation in the Locally Agreed Syllabus. Pupils make satisfactory progress as they move through the school. They have opportunities to develop their knowledge and understanding of the importance of celebrations, belief and faith, rituals and ceremonies. Older pupils discuss religious practice in terms of social, moral and cultural factors and relate belief in different religions to everyday life.

For example, pupils in Year 6 have been studying Judaism and were able to discuss the Ten Commandments and express views on which would be the most important in the present day.

110. The teaching of religious education is good. The linking of the planning into personal and social education and other areas of the curriculum such as history and the assemblies is a strength. Teachers approach issues with sensitivity and emphasise the connections between religious beliefs and personal and social behaviour. Thus, this area of the curriculum has a strong impact in enabling each pupil to feel valued within the school community and to be respectful and considerate of others.
111. The thematic approach to the planning for religious education is carried through into the content of the assemblies. Thus, through listening to stories and biographies, and discussion, the pupils show a developing understanding of how belief and faith can sustain people in difficult situations. A positive, mutually respectful atmosphere is maintained throughout assemblies and the pupils are still and quiet during times of reflection.
112. Throughout the school, a religious education element is purposefully included within the planning and conducting of 'circle time'. This allows the pupils to show empathy, respect for the opinions and beliefs of others and a willingness to share their thoughts.