

INSPECTION REPORT

COLERIDGE PRIMARY SCHOOL

Crouch End, London

LEA area: Haringey

Unique reference number: 102121

Headteacher: Mrs S Boffey

Reporting inspector: Mr D Speakman
20086

Dates of inspection: 6th – 8th March 2000

Inspection number: 191496

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Crescent Road London
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Telephone number:	0181 340 3173
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs K Howell
Date of previous inspection:	October 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Coleridge Primary School provides full time education for 413 pupils aged from four to eleven. There is part time provision for another 63 pupils in the nursery. Currently, 33 attend in the morning and 30 in afternoons. The school is situated in Crouch End, North London. Although the percentage of pupils identified as having special educational needs is broadly average at 21.5 percent, the percentage of pupils with statements at 0.6 percent, is below the national average. Eighty-seven pupils (20 percent) have a home language other than English, with 19 at an early stage of English language acquisition. This percentage is high and all pupils are supported through specific external funding. Pupils in the school come from a wide range of different backgrounds and the socio-economic circumstances of the majority of families are above average. The percentage of pupils entitled to free-school meals, at ten percent, is below the national average. Pupils come from a wide range of ethnic backgrounds. Most four-year-olds start school with levels of attainment that represent a typical range from below to above average, and overall are average.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good quality education overall. The quality of leadership and management of the school is very good and there has been a good level of improvement since the last inspection. The school enables pupils to achieve standards that are well above average. The strengths of the school outweigh the areas that could be improved. Setting the above factors against the cost of educating each child, which is average for similar schools, the school provides good value for money.

What the school does well

- Standards are very high by the time that pupils leave school at eleven. Pupils at all levels of attainment achieve their full potential. Standards are well above average in English and mathematics.
- The headteacher is a very effective leader who sets a clear educational direction for the work of the school. The management is very effective.
- The quality of teaching is good throughout the school and has a positive impact on all pupils' learning.
- The attitudes and personal development of the pupils are very good. Behaviour in and around the school is good.
- The overall quality of the curriculum is good, with particular strengths being in the breadth of the curriculum, the provision for the creative arts and opportunities for pupils to develop an interest in a wide range of skills. Provision for pupils' spiritual, moral, social and cultural development is very good.
- The school cares very well for its pupils.

What could be improved

- The way pupils present their work does not always sufficiently reflect their capability or the high standards achieved by the time they leave the school.
- Insufficient time is allocated to the teaching of Religious Education.
- Reports to parents do not fully meet Government guidance.

The areas for improvement will form the basis of the governors' action plan, which will be sent to parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection in October 1996 judged Coleridge to be a very good school that achieved good academic standards. This quality has been maintained and standards are now very high. The results achieved by pupils in the national assessment tests have shown a slight improvement at the end of Key Stage 1. Standards in English and mathematics at the end of Key Stage 2 have risen at a pace greater than the national trend. There has been good improvement in science since 1996, and although standards fell back in 1999, they were still above the national average. The high quality of education has been maintained. The quality of teaching is now better than at the time of the last inspection. The key issues for

action, identified in the previous inspection report, have been dealt with effectively. The school has made good progress in improving the use of information technology, and as the resources are steadily improved, further development is planned. The school is well placed to maintain high standards and to continue its improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	A	A	A
mathematics	A*	A*	A	A
science	A	A	B	B

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

A* indicates that the school ranks in the top 5% of all schools for that category.

Standards are good for children under five and they almost all achieve the desirable learning outcomes by the age of five with a significant number of pupils exceeding this standard. By the age of seven, pupils achieve standards in writing and mathematics that are well above average when compared with similar schools and in reading, above average. These standards are maintained throughout Key Stage 2 and, by the age of eleven, standards in English and mathematics are well above average and above average in science when compared to all and to similar schools. It is notable that in English and mathematics, half of the pupils gained the higher Level 5. Standards in literacy and numeracy are very high. Literacy skills are very well developed and are applied effectively across the curriculum. Standards of numeracy are very good in mathematics lessons and in other subjects. Standards in information technology are sound. Standards in religious education are unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They look forward to their lessons and to the extra-curricular activities. They value the variety of opportunities offered in the school's club time. Pupils show very responsible attitudes to the school through the School Council. However there is only limited evidence of pupils' pride in the presentation of their work in exercise books.
Behaviour, in and out of classrooms	Behaviour in classrooms is good overall and some excellent and very good behaviour was seen in class. However, there is a small amount of disruptive or inconsiderate behaviour. Behaviour in the playground is generally good. They generally move around the school in an orderly and polite way.
Personal development and relationships	Pupils' personal development is a strength of the school. Pupils develop a growing maturity in their manner of working, their communication skills and their ability to take personal and group responsibility. By the time they leave school, they blend a high level of independence with positive relationships. Their spontaneous co-operation and very good communication skills strongly support their learning.
Attendance	Attendance and punctuality continue to be satisfactory. Pupils arrive at school on time and lessons begin punctually. Procedures for monitoring

	attendance and punctuality are good.
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TEACHING AND LEARNING

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

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

Teaching throughout the school is good and promotes the good quality of learning. It is based on the very good relationships between teachers and pupils and the respect and value that teachers show for pupils' views and contributions in lessons. This effectively builds pupils' self-esteem and confidence and enables them to realise that they can learn from mistakes. The vast majority of lessons seen during the inspection were of a good or better quality. Of the 28 lessons seen, the quality of teaching in 21 was good or better and in eight was very good or better. An excellent literacy lesson was observed. There is no variation in the quality of teaching between either key stage or for children under five. Literacy and numeracy skills are well taught across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good. The school uses the national strategies for numeracy and literacy well, enabling pupils to reach very high standards. All subjects in the National Curriculum are provided effectively within the school, with the promotion of creative arts being a particular strength. However, religious education is given insufficient time in the overall allocation. Provision for extra-curricular activity is good.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. All pupils make good progress in their learning through effective teaching and extensive quality provision of classroom support assistants. Individual education plans are of variable quality and are satisfactory overall.
Provision for pupils with English as an additional language	Pupils for who English is an additional language receive appropriate support with their identified needs in reading. Good quality additional support is provided for specific language development and teachers ensure needs are met within the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is very good. Provision for moral and social development is very good, and for cultural and spiritual development is good.
How well the school cares for its pupils	The school's care for its pupils is very good. The procedures for supporting the development of individual pupils, both academically and personally, are very good and contribute positively to the standards attained. The procedures for monitoring attendance and punctuality are good and attendance continues to be satisfactory. There is a formal health and safety policy, which is applied to good effect.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a very clear vision for the school that is shared with, and clearly communicated to, all members of the school community. Together they are committed to constantly improving provision and raising standards. Their commitment to seeking the highest possible achievement for pupils across a wide range of learning experiences, and the personal development of all pupils, provides a good basis for all aspects of the work of the school.
How well the governors fulfil their responsibilities	Governors have high levels of involvement in the school. They are conscientious, well organised and fulfil their statutory responsibilities well.
The school's evaluation of its performance	The headteacher, deputy head and staff with management responsibility work very well together to identify the school's strengths and areas for development. The headteacher and deputy rigorously monitor teaching. Parents are consulted through the Parent Staff Association and their views on draft policies are sought, with comments being fully considered. Governors take note of pupils' views from the School Council. Governors are well aware of the school's strengths and concerns.
The strategic use of resources	The financial management of the school is very effective and care is taken to ensure that money is well targeted and that the best value for spending is achieved. Spending is well linked to priorities in the school development plan. The school also looks at the impact on standards of their financial commitments.

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 standards achieved by the children. • The attitudes and values that the school promotes. • The behaviour of pupils. • The teaching is good. • The school expects children to work hard and do their best. 	<ul style="list-style-type: none"> • The information they receive about their children's progress. • How the school works with parents. • The quality and amount of homework.

The inspection team agrees with the parents' positive views. Apart from the recommended revision of the annual reports, the team believes that there is little more that the school could do work more closely with parents or provide information about pupils' progress. The school works hard to keep parents informed about school events and activities as well as the progress that individual pupils make. The latter is achieved through consultation evenings every term and a full report to parents in the summer term. In addition the teachers and head teacher adopt an open door policy so that parents are able to come into school to discuss any concerns that they may have. The school actively consults with parents, often through the Parent School Association on school policies. Nevertheless a significant percentage of parents do not feel well informed about how their children are getting on or how the school works with parents, particularly with regard to homework. In accordance with the published policy, homework is set and contributes positively to pupils learning. The majority of parents are enthusiastically supportive of the school. The Parent Staff Association is very active and raises substantial funds for the school as well as arranging informative evenings on current educational topics.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards are very high by the time that pupils leave school at eleven. Pupils at all levels of attainment achieve their full potential. Standards are well above average in English and mathematics.

1. The percentage of pupils achieving the nationally expected Level 4 in English in the national assessment tests at the end of Key Stage 2 in 1999 was well above average. Over a half of the pupils gained the higher Level 5. This is very high in comparison with the national average and places the school in the top five percent nationally for pupils achieving the higher level of attainment. When compared with schools with a similar percentage of pupils entitled to free school meals, standards remained well above the national average. In mathematics, the percentages of pupils achieving Level 4 and the higher Level 5 were both well above the national average. Similarly, a half of the pupils gained the higher Level 5. When compared with similar schools, standards in mathematics remained well above the national average. In science, the percentage of pupils gaining Level 4 was well above the national average, but the percentage of pupils gaining the higher Level 5 was close to the national average. When compared with similar schools, standards in science were above the national average. Standards in English and mathematics have risen at more than the national rate since 1996. In science, overall standards improved steadily between 1996 and 1998, but fell in 1999. This was in part due to the percentage of pupils achieving Level 5 being in line with the national average this year. The school has recognised this, has analysed the reasons why and has taken steps to remedy the situation.
2. In the Key Stage 1 national assessment tests. The percentages of pupils gaining Level 2 and the higher Level 3 were well above the national average in reading, writing and in mathematics. When compared with similar schools, standards in writing and mathematics were well above the national average for similar schools, but in reading were above average. Over the last four years, standards in reading have remained stable and above the national average. In writing, standards have risen at a rate greater than the national average.
3. Pupils enter school with very good speaking and listening skills, which are then developed well throughout the school. By the time they reach Year 6, pupils develop very confident articulate expression in both formal and informal learning situations. They answer questions fully and accurately, having first given careful thought to what their answers are going to be. They are successful in giving clear, concise and relevant answers that accurately answer the questions posed. This standard is reflected in other subjects. The strength of their speaking skills supports their good writing skills. Reading progresses well and, by the time pupils leave school, they achieve very high standards. Pupils in the nursery differentiate their name from most others and recognise some letters of the alphabet. More able pupils talk effectively about simple texts. By the end of reception, most pupils read familiar texts well. At the end of Key Stage 1, pupils attain standards, which are above those expected nationally. Throughout the school, pupils are interested in and enjoy poetry, fiction and non-fiction and talk about literature enthusiastically. By Year 6, pupils read and analyse texts very well. They are sensitive in responding to a range of prose and poetry. They use their reading well to support their learning across the curriculum. They are able to apply effectively their analysis of character, mood, tension and emotion to their personal and fictional writing. Standards in writing develop well through good teaching and are well above the national expectation. The fluency of writing skills is well developed across the curriculum. The presentation of written work does not do justice to its quality.
4. By the time pupils are eleven, they have developed very competent skills in number and problem solving and have a very good knowledge across different aspects of mathematics. Pupils have very well developed skills in solving problems at levels that are higher than expected for their age. Higher attaining pupils in Years 5 and 6 are able to work out a variety of ways to solve difficult problems. Some manage to simplify the problem and develop appropriate methods, that are easy to apply, whilst some others find relevant but much more complicated ways. In either case, pupils apply their methods accurately and show considerable competence in manipulating number,

quickly, accurately and confidently. They also demonstrate a good knowledge of the properties of shapes and use this knowledge well when solving problems.

5. In science, pupils show a good knowledge of living things, physical processes and materials and their properties. They apply their knowledge well and appreciate the impact that science has on everyday life, talking about this with good levels of understanding. They have very good skills in devising fair tests and their conversation demonstrates very good observational skills. They make relevant hypotheses and set about effectively testing these. Standards in information technology are sound.
6. Pupils make good progress in other subjects including art and music. Display around the school highlights good art skills, together with a wide range of experience and good imagination. Singing in assemblies, orchestra practice and individual performance on different recorders, in turn show pupils good music skills. However, pupils in Year 6 showed insufficient knowledge of both Christianity and other world faiths, and knowledge in Religious Education is unsatisfactory.

The headteacher is a very effective leader who sets a very clear educational direction for the work of the school. The management is very effective.

7. The headteacher has a very clear vision for the school that is shared with and clearly communicated to all members of the school community. Together they are committed to constantly improving provision and raising standards. Striving for the highest possible achievement, across a wide range of learning experiences and personal development for all pupils, provides a good basis for all aspects of the work of the school.
8. The headteacher, deputy head and staff with management responsibilities work very well together to effectively monitor provision and identify the school's strengths and weaknesses. They are aware of the weakness in religious education and have plans to address this. The headteacher and deputy rigorously monitor the performance of all teaching staff and use the observations effectively in continuously seeking the best quality teaching possible. Both know the staff very well and where individual teachers' strengths and weaknesses lie, and they support teachers' development effectively. Curriculum co-ordinators also have the opportunity to observe teaching within their subjects. A specific focus is set for these observations and co-ordinators report back to both the teacher and the headteacher on their observations. Observations are also discussed at senior management meetings, when the findings are used to feed school development focus points. There is a very good system of management communication. Different levels of management meet formally at regular intervals. Each group has specific terms of reference and this system ensures effective communication and shared aims. Discussions within the management structure, and judgements made on the school's strengths and concerns, form the basis for the school's development planning. The school is effective in self-evaluation and identifies accurately and quickly most of its areas for development. For example, due to the school's attention to literacy and numeracy, a lower than usual percentage of pupils achieved the higher Level 5 in science in the statutory tests of attainment last year. This has been recognised, thoroughly analysed and placed on the school development plan for action.
9. The school is constantly seeking ways to improve provision and in organising the school in the best ways possible for the benefit of all pupils. Teachers teach in different age groups where their skills can be best used. Their strengths, such as class management or behaviour management skills, for example, are used effectively and matched to the specific needs of different classes. There are effective policies, which are regularly reviewed to ensure that they are still relevant to the school's needs in light of new national and school requirements. Science assessment for example is being reviewed in the light of the implementation of a new scheme of work. The headteacher, governors and senior managers, consider all aspects of new and ongoing initiatives, and their discussions go into great detail, seeking the best solutions and developments possible and ensuring that the operations of the school remain appropriate and relevant.
10. Members of the governing body are fully involved in both strategic planning and in the daily life of

the school. They are fully involved in policy making, and working parties are responsible for reviewing old and drawing up draft new policies. This process also involves staff and the school's senior managers. In addition, parents have a voice in the writing of policy statements. Parents are consulted through each class's representative on the Parent School Association. Often, parents' views on draft policies are sought, with comments from the parents in selected year groups being fully considered. Governors also take note of pupils' views through the headteacher's reports from School Council, and of parents' views through attending parent teacher consultation evenings. Governors are well aware of the school's strengths and concerns, and make a full and active contribution in establishing the way forward for the school and its subsequent development. They have high levels of personal involvement and professional expertise. They are conscientious and well organised. They fulfil their statutory responsibilities well, including the setting of relevant and clear performance criteria for the work of the headteacher and deputy. Governors think highly of the headteacher and work well with her.

11. The financial management of the school is very effective and care is taken to ensure that money is well targeted and that the best value for spending is achieved. Spending is well linked to priorities in the school development plan. These are costed carefully and spending is carefully monitored throughout the year. Before major spending is confirmed, the governors ensure that they are getting the best value for money. A number of quotations are obtained for major investments and these are carefully analysed before agreement. The school also looks at the impact on standards of their financial commitments.

The quality of teaching is good throughout the school and has a positive impact on all pupils' learning.

12. Teaching throughout the school is good and promotes the good quality learning. It is based on the very good relationships between teachers and pupils and the respect and value that teachers show for pupils' views and contributions in lessons. The vast majority of lessons seen during the inspection were of a good or better quality. Of the 28 lessons seen, the quality of teaching in three-quarters was good or better and in over a quarter was very good or better. An excellent literacy lesson was observed. There is no variation between the quality of teaching at either key stage and for children under five.
13. Teachers generally have good knowledge of the subjects that they teach and are able hold good quality discussions with their classes. This is evident in literacy lessons, where teachers show good technical knowledge of styles of writing, such as myths, legends and fables. They are able to discuss the meaning of language in poetry, so those pupils develop good skills in appreciating different styles of writing. Teachers' planning is good. In lessons where pupils are set according to their prior attainment, teachers have a good knowledge of their learning needs. Even within the sets, teachers are aware that some pupils need work pitched at a different level from the rest of the group. They successfully allow for these occasions and individual pupils' needs are met well. Interesting activities are planned which effectively stimulate pupils' enthusiasm and support the very high levels of pupils' personal development.
14. At all stages of the school, basic skills are well taught. Teachers make good use of pupils' literacy skills to engage pupils in answering questions to develop high levels of accuracy and articulation. They ensure quality discussion in a range of subjects, in both small larger groups. This provides pupils with valuable opportunities to formulate their thoughts carefully. However, the skill of presenting work is not effectively promoted. Standards of presentation do not do full justice to the pupils' capabilities nor to the quality of work taking place in class. Occasionally, teachers' "board" presentation does not set a good enough example for pupils to follow.
15. Pupils are managed well and teachers provide effective learning experiences. Teachers achieve and maintain good levels of behaviour in their lessons, although on rare occasions, some inappropriate behaviour is not sufficiently challenged. Pupils' answers and contributions in lessons are valued, even when the response is not what is wanted. Wrong answers are discussed and pupils are encouraged to realise that they can learn from their mistakes. This is effective in informing pupils

how well they are learning and in building their self-esteem.

16. Teachers make good use of resources such as overhead projectors and flip charts. This ensures that lessons run smoothly and that time is used well, with lessons moving at a brisk pace effectively encouraging good levels of productivity and pace of working. A substantial number of parents come into school regularly and assist the staff. Under the careful guidance of the teachers this help is effective in supporting pupils' learning. Homework is used effectively. Sometimes pupils research topics or prepare work on which lessons are based. Spellings learned at home are checked and sometimes homework is used well to consolidate and extend work completed in lessons.
17. A small minority of parents questioned the effectiveness of "job share" situations in general. This one works well. The two teachers communicate effectively and standards and provision are consistent with that in other classes. Good liaison takes place regularly.

The attitudes and personal development of the pupils are very good. Behaviour in and around the school is good.

18. Pupils have very positive attitudes to their peers and their school. They often arrive early to school and look forward to their lessons and to the extra-curricular activities. They value the variety of opportunities offered in the school's club time. Older pupils described their views of the school as "caring", "relaxed", "stylish" and "giving good provision for all the children, however clever or not they are." They delight in the mutual support and camaraderie of "buddy" reading. Pupils show very responsible attitudes to the school's development when it is their turn to participate in the School Council. However, pupils do not take enough pride in the presentation of their work in exercise books and this diminishes the impact on the quality of their work.
19. Behaviour in classrooms is good and some excellent and very good behaviour was seen during the inspection. However there was a small amount of disruptive or inconsiderate behaviour. Parents expressed concerns about the behaviour in a particular class. Currently these pupils are managed well and their standard of behaviour is equal to that in other classes. Where there is very good behaviour, pupils listen attentively, concentrate hard when working individually and moderate their voices to make group work in the class effective. This was very noticeable in an outstanding lesson in Key Stage 2 when pupils made good use of "Golden Silence" time to construct a story map based on the work of Laurie Lee. Their discussions were extensive and eloquent and the learning was well focused. Behaviour in the playground is generally good. Pupils enjoy taking advantage of small games equipment at playtimes. They move around the school in an orderly, polite way.
20. Pupils' personal development is a strength of the school. Throughout their time at the school, pupils develop a growing maturity in how they work, their skills in articulate communication, and their ability to take personal and group responsibility. By Year 6 they blend a high level of independence with positive interactions with other pupils and adults. Their spontaneous co-operation and very good communication skills strongly support their learning. Pupils take advantage of the opportunities in music, sport and personal responsibility enthusiastically and this enriches their well-rounded personal development. Some pupils arrive very early to school to take part in the orchestra; some 25 percent of pupils play the recorder while many pupils are acquiring skills with a range of string and brass instruments. Younger children in the nursery operate independently with the computer, for example, or in a range of creative activities. They are observant and careful for example in handling, African artefacts, or when routinely sweeping up sand. Pupils at both key stages demonstrate perception and common sense in taking their turn in the well-developed School Council. They feel empowered by their participation and value its on-going impact on their daily lives in school. The system of "buddy reading" and community service within the school significantly enhances pupils' self-esteem and empathy for others. Equally it integrates pupils across the age range. This is particularly important in the self-confidence it builds as children anticipate moving from the nursery into the "big school" and others to higher classes.

The overall quality of the curriculum is good, with particular strengths being in the breadth of the curriculum and the provision for the creative arts and opportunities for pupils to develop an interest in a wide range of skills. Provision for pupils' spiritual, moral, social and cultural development is very good.

21. The curriculum for children under five is planned to meet the requirements of the desirable learning outcomes and the early learning goals, and is a strength of the school. Children make good progress and the school makes good provision for those children under five who are capable of working under National Curriculum Guidelines.
22. Although the school rightly places considerable emphasis on literacy and numeracy, it attaches much importance to providing a broad and balanced curriculum, and equal opportunities for all its pupils. There is good provision for special educational needs and the school is continually reviewing and improving its target setting for pupils within their individual education plans. As they progress through the school, higher attainers are challenged well, enabling them to reach high standards by the time they leave. An exception to the balanced provision is religious education, a subject with status equivalent to a core National Curriculum subject. The school allocates insufficient time to the subject and, as a result, pupils have weak knowledge in this area of their learning.
23. An important feature of the school's good curriculum provision is the highly organised Thursday afternoon "Club Time" when all pupils from Year 2 onwards are able to identify activities they wish to join. This arouses great enthusiasm because of the breadth of choice and opportunity, which includes paper craft, sewing, gymnastics, book appreciation, jigsaw and Internet for pupils in Years 5 and 6. The school encourages pupils' development through participation in the creative arts and many high quality examples of their attainment were observed in music and singing, and in art. These aspects are enhanced by visitors, such as one to an assembly who sang in a highly spiritual and stimulating way to Key Stage 2 pupils. Pupils take the opportunities to make outside visits, such as a recent visit to the Millennium Dome, which help them to form their views of the wider world effectively. Pupils' views of the curriculum by the time they reach Year 6 reflect their enthusiasm for school, as for example when four pupils identified different subjects as their favourite. Extra-curricular activities, particularly sport and music, are well provided for with pupils attending them both before after the school day.
24. There is very good provision for pupils' personal development. This is because the school is a welcoming and friendly international community with a wide range of cultural features. Relationships are very good and the provision for pupils' moral and social development, particularly, is of a very high standard. The school is regarded and treated by staff as a complete unit where the young pupils mix with older ones and are looked after and helped by them, as for example, through the buddy system. Pupils respect each other and know the rules, which they observe in the school and the playground. Year 6 pupils in this larger-than-average school, could barely recall any incidents of fighting, bullying or racism in their time there. Such are the high moral and social standards of the school.
25. Although provision for pupils' spiritual development is somewhat limited by the significantly low allocation of time to religious education, opportunities are taken frequently to enable pupils to reflect on their lives and those of others. This happens in regular Circle Time in class, and also in assemblies. A particularly good example of this was seen when younger pupils reflected on things they treasured in their lives, after seeing examples of their teacher's most loved belongings. An excellent opportunity is also provided to pupils who are on the School Council, which meets regularly to consider the needs of the school, and aspects of care within their community.
26. Good opportunities are provided throughout the school for pupils to develop their cultural

education. In addition to opportunities in art and music, pupils study many other cultures, such as the theme of Turkey, India and Africa, often using the knowledge and backgrounds of the origins of pupils within school.

The school cares very well for its pupils.

27. In the last inspection the school was reported as providing effective support and advice for all pupils, and was successful in promoting the health safety and general well-being of pupils. These aspects are now very good. The procedures for supporting the development of individual pupils both academically and personally are very good and contribute positively to the standards attained. All the teachers and support staff know the pupils well, and they have together developed a safe, supportive and caring environment for the pupils. The procedures for monitoring attendance and punctuality are good, so that pupils' attendance continues to be satisfactory, being in line with national averages. The last report noted that there was no formal health and safety policy; this policy is now in place. The staff and governors carry out regular risk assessments and potentially dangerous equipment is checked at least annually.

WHAT COULD BE IMPROVED

The way pupils present their work does not always sufficiently reflect their capability or the high standards achieved by the time they leave the school.

28. The presentation of pupils' work is inconsistent across the school and should be improved. It does not do full justice to the capability of the pupils or the high standards they achieve by the time they leave. It may also give parents an unfavourable impression of standards. Existing good practice in some classes should be used as a benchmark for all, ensuring that all pupils present their work as carefully and as accurately as they are able, particularly in written aspects of the curriculum.
29. Similarly, the presentation of pupils' displays in both public areas and classrooms should be improved by refurbishment of unsatisfactory decoration and flooring in some areas of the school, which devalue the working environment of the pupils.

Insufficient time is allocated to the teaching of Religious Education.

30. Religious education is taught for only three percent of curriculum time. There is insufficient time for pupils to achieve the standards required by the Locally Agreed Syllabus and religious education is not given sufficient value in the curriculum as having equivalent status to a core subject. As a multi-faith school, pupils are given insufficient opportunity to develop good knowledge and understanding of some of the world's major faiths, some of which their friends in school may follow. In discussion they were only able to give outline rather than appropriately detailed information about the world's major faiths. The teaching of religious education does not sufficiently enhance pupils' spiritual and cultural education, or support the very good provision for their moral and social development.

Reports to parents do not fully meet Government guidance

31. Whilst the reports that parents presently receive about their children's progress are positively encouraging to all pupils, they are in need of revision in line with guidance offered by the Department for Education and Employment. In particular they do not currently include comments on how the pupils performance could be improved or what targets they should work towards in the next year. Design and information technologies are not given separate sections and there is insufficient opportunity for parents to make a written response.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To take the school forward and build upon its present quality, the staff and governors should include the following key issues for action in its action planning:

1. Improve standards in the way in which pupils present their work so that it more accurately represents the quality of the work taking place within the school and their capabilities by:
 - Encouraging pupils to take a greater pride in the presentation of their work;
 - Ensuring that they pay greater attention to detail.
2. Review the amount of time planned to teach the subjects of the National Curriculum so that Religious Education is given an appropriate allocation.
3. Revise the format and content of the pupils' annual written report so that it informs parents more effectively of the progress that their children are making by:
 - Improving the layout to ensure that reports in all subjects contain a clear statement on attainment and progress;
 - Including the targets that are set for individual pupils' improvement;
 - Providing opportunity for parents to make a written response if they wish.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	13	6	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	32	413
Number of full-time pupils eligible for free school meals	0	47

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	2
Number of pupils on the school's special educational needs register	4	96

English as an additional language	No of pupils
Number of pupils with English as an additional language	87

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.7

Unauthorised absence

	%
School data	0.05
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	28	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	29
	Girls	27	28	28
	Total	55	56	57
Percentage of pupils at NC level 2 or above	School	93 (81)	95 (81)	97 (100)
	National	82 (80)	86 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	29	29
	Girls	28	28	28
	Total	57	57	57
Percentage of pupils at NC level 2 or above	School	97 (81)	97 (85)	97 (81)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	30	24	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	28
	Girls	22	20	22
	Total	48	48	50
Percentage of pupils at NC level 4 or above	School	89 (86)	89 (86)	93 (89)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	28	27
	Girls	21	22	23
	Total	48	50	50
Percentage of pupils at NC level 4 or above	School	87 (87)	93 (89)	93 (91)
	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	45
Black – African heritage	2
Black – other	
Indian	4
Pakistani	
Bangladeshi	4
Chinese	1
White	345
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	194.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	15

Total number of education support staff	2
Total aggregate hours worked per week	66

Number of pupils per FTE adult	10
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Financial information

Financial year	98/99
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	£
Total income	769911
Total expenditure	769454
Expenditure per pupil	1729
Balance brought forward from previous year	-3872
Balance carried forward to next year	-3415

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	400
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	5	0	0
My child is making good progress in school.	44	45	4	2	5
Behaviour in the school is good.	44	47	3	3	1
My child gets the right amount of work to do at home.	25	42	14	9	10
The teaching is good.	42	49	5	1	3
I am kept well informed about how my child is getting on.	31	37	25	7	0
I would feel comfortable about approaching the school with questions or a problem.	46	35	17	0	2
The school expects my child to work hard and achieve his or her best.	37	45	7	2	10
The school works closely with parents.	36	40	15	4	5
The school is well led and managed.	46	40	7	0	7
The school is helping my child become mature and responsible.	54	33	7	1	5
The school provides an interesting range of activities outside lessons.	36	29	15	5	15

Other issues raised by parents

Of the 78 returns, 20 had a written response:

- Strength is the school's "imaginative, thoughtful and enthusiastic approach to events – school trips, performances, cultural celebrations etc.
- Parents expressed confidence in the headteacher's leadership of the school.
- Comments about the nursery indicated that this provides a good start to children's education.
- Some concern about pupils being moved in sets – son feels bad about his performance – no notification to parents beforehand