

# INSPECTION REPORT

**GEORGE SPICER PRIMARY SCHOOL**

ENFIELD

LEA area: Enfield

Unique reference number: 100783

Headteacher: Miss C. Bailey

Reporting inspector: Theresa Mullane  
RgI's OIN: 15138

Dates of inspection: 31<sup>st</sup> January – 3<sup>rd</sup> February 2000

Inspection number: 192094

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Southbury Road Enfield Middlesex
Postcode:	EN1 1YF
Telephone number:	0181 363 1406
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R. Jacobi
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Theresa Mullane	Registered inspector	Art	How high are standards?
			How well are pupils taught?
			How well is the school led and managed?
Sarah McDermott	Lay inspector	Equal opportunities	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?
			How well is the school led and managed?
Jeremy Collins		Areas of learning for children in the foundation stage	How well is the school led and managed?
		Information Technology	
		Geography	
Carol Frankl	Team inspector	Science	
		Design and technology	
		Physical education	
		Special educational needs	
Ian Stainton-James	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Religious Education	
		History	
Wendy Thomas	Team Inspector	English	How good are the curricular and other opportunities offered to pupils?
		Music	
		English as an additional language	How well does the school care for its pupils?

The inspection contractor was:

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London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

George Spicer Primary School is a large primary school in the London Borough of Enfield. There are 410 pupils aged from 4 to 11 on the school's roll. Children's attainment on entry to the reception classes is average. Most pupils enter the school in the reception classes and leave at the time of transfer to the secondary school at age 11. While the school receives pupils from a range of social backgrounds, overall socio-economic circumstances are average. Well over fourteen percent of pupils are known to be eligible for free school meals, which is broadly in line with the national average. The school is funded additionally to support pupils with special educational needs. Similar proportions of pupils have been identified as having special educational needs as at the time of the last inspection. Whilst just over 18.5 per cent of pupils are identified as having special educational needs which is broadly in line with the national average, only 3 pupils (0.7 percent) have statements of special educational needs which is below the national average. Well over 11 per cent of pupils are learning English as an additional language. The main languages that are spoken other than English are: Greek, Kurdish and Turkish. Although the school has a higher proportion of pupils learning English as an additional language than most, it receives no additional funding to support these pupils.

### **HOW GOOD THE SCHOOL IS**

The overall effectiveness of the school is satisfactory. Pupils attain average standards in all subjects except in science in Key Stage 1 and music at the end of Key Stage 2. The results from the Key Stage 2 national tests in English, mathematics and science have shown sustained improvement since 1996. Pupils' attitudes and their behaviour are very good throughout the school. Overall, teaching is satisfactory. The leadership and management of the school is satisfactory. Many of the staff with management responsibilities are new to the school and this limits the extent to which there is a shared view of the school's strengths and weaknesses. The day to day financial management of the school is good and the unit costs per pupil are a little above average but the school does incur some additional costs through sharing the site with the local education authority's professional development centre. Pupils make satisfactory progress by the time they leave at the age of eleven. Overall, the school is providing satisfactory value for money.

#### **What the school does well**

- The school promotes very good attitudes and behaviour in its pupils;
- The school makes very good provision for pupils' personal, social and moral development;
- The provision and teaching in reception is good
- Teaching in mathematics, science and geography is good at Key Stage 2;
- Pupils with special educational needs make good progress in English, mathematics and science.

#### **What could be improved**

- Procedures for monitoring and evaluating the curriculum and teaching need to be more effective.
- The school has put in place a range of assessment procedures that now need to be used more effectively in order to inform teachers' planning and to track pupils' progress across the school.
- Standards in science at Key Stage 1 and music at Key Stage 2 need to be improved.
- Provision for pupils with English as an additional language.
- Despite taking on new ways of working with parents more work needs to be done on in developing a more effective partnership with them.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made satisfactory progress since its last inspection in 1997. Since then there has been a substantial turnover in staff, with a large number of staff leaving, mainly for promotion or retirement. This change in staffing has enabled the school to redefine roles and responsibilities well and to put in place a sound management structure. Although the school has put in place sound procedures for monitoring teaching and learning, there are some inconsistencies in practice. This means that weaknesses in provision, such as science at Key Stage 1 and music at Key Stage 2, are not picked up and addressed.

Attainment at Key Stage 1 has declined slightly in the statutory tests and assessments although the evidence from this inspection is that this trend has been halted in English, mathematics and to some degree in science. Overall, Key Stage 1 pupils' attainment is similar to that observed at the last inspection in all subjects except science where it is now below average. At Key Stage 2 there has been a steady rise in the proportion of pupils who achieved average levels in English, mathematics and science. The school has raised levels of attainment in science and design technology at Key Stage 2 and schemes of work have been developed in all subjects and these are supporting teaching well. The new scheme of work for science introduced in Key Stage 1 is appropriate and should enable the school to address the weaknesses identified during this inspection. The school has put in place sound procedures for assessing pupils' progress but this information is not always used effectively to inform teaching because tasks are not always matched appropriately to pupils' needs. In mathematics and science particularly, the school has started to meet the needs of higher attaining pupils but further work still needs to be done in English.

## STANDARDS

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

Performance in:	Compared with				<i>Key</i>
	all schools			Similar schools	
	1997	1998	1999	1999	
English	C	C	B	B	well above average A above average B average C below average D well below average E
Mathematics	E	C	C	C	
Science	D	C	C	C	

At Key Stage 1 results in reading and writing are average both when compared to the standards achieved nationally and those achieved by schools with pupils from similar backgrounds. During the inspection, pupils were also seen to be achieving average standards in both reading and writing. The results in mathematics have declined going from average to below average. The school has implemented the National Numeracy Strategy this year and this is helping to raise standards in mathematics. During the inspection, pupils in Key Stage 1 were seen to be achieving average standards in mathematics.

Over the last three years, standards achieved in the national tests have shown a steady improvement at Key Stage 2. The school exceeded its targets for English and mathematics in 1999. The greatest improvement has been in mathematics, where standards moved from well below average to average. In English, the school has improved its results from being average to above average. Results from the science tests show a similar pattern of improvement, moving from below average to average. Information from the inspection confirms that the majority of pupils attain average standards in this subject.

Results fluctuate from year to year at Key Stage 1 but show consistent improvement at Key Stage 2. Overall, standards are marginally lower at Key Stage 1 than they were at the time of the previous inspection but significantly higher at Key Stage 2. Overall, standards at the school are satisfactory.

Children make good progress in the reception classes from average starting points. In all subjects pupils' standards meet the national expectation, except in science at Key Stage 1 and in music at Key Stage 2 where they are below average. Pupils with special educational needs make good progress in English, mathematics and science. In all other subjects they make satisfactory progress, except in geography at Key Stage 2 where their progress is good.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good attitudes are reflected in pupils' cheerfulness and their genuine interest and enthusiasm for learning.
Behaviour, in and out of classrooms	Behaviour is very good both inside and outside the classrooms. Pupils are courteous and trustworthy and show respect for adults and for one another.
Personal development and relationships	The pupils' personal development is very good. Pupils have very good relationships with one another and adults.
Attendance	Attendance is satisfactory. Unauthorised absence is very low. Most absences relate to medical reasons.

This year the school has focused on improving pupils' behaviour and personal development. This has been very successful and resulted in high standards being achieved in these areas. Relationships are very good throughout the school.

## TEACHING AND LEARNING

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

In English, teaching is satisfactory overall at Key Stage 1 and 2. In the reception classes, the teaching of language and literacy is good. Teachers have a good grasp of the school's literacy strategy and most are secure in their understanding of the subject. In mathematics, the quality of teaching is good in reception and Key Stage 2 and satisfactory at Key Stage 1. No unsatisfactory teaching was observed in this subject. The school has implemented the National Numeracy Strategy successfully and this is helping to raise standards particularly at Key Stage 1. The main strength in teaching is the teachers' effective management of pupils. This helps to create a positive atmosphere and a calm working environment in all classrooms. Teachers use support staff and resources well. In reception and Key Stage 2 classes teaching methods are particularly effective whereas at Key Stage 1 they are mainly satisfactory. Where teaching is less successful, the pace of work is slow or the organisation of the lesson is weak. This leads to time being used inefficiently. Assessment is not used to plan teaching in all subjects. Teaching for pupils with special educational needs is always at least satisfactory and often good. In some English lessons the most able pupils were not challenged sufficiently, although their needs were met satisfactorily in mathematics and science lessons. Half the teaching is good or better, although one in ten lessons were unsatisfactory.

Pupils show genuine interest in their work. In most lessons they work with sustained concentration and have the confidence to work independently. The use of target setting procedures, particularly at Key Stage 2 is enabling the pupils to have a clear view of how to make progress in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and meets statutory requirements. The school emphasises the teaching of literacy and numeracy and this means there is limited time for other subjects.

## OTHER ASPECTS OF THE SCHOOL continued

Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory. Pupils are given appropriate targets and there is a satisfactory ratio of support staff to work with class teachers in supporting these pupils.
Provision for pupils with English as an additional language	Broadly this is satisfactory but there are weaknesses. These pupils are supported satisfactorily in all subjects except English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The pupils' social and moral development is very good. The school has identified many ways to develop these aspects across the curriculum. Spiritual and cultural development are satisfactory. Although opportunities to develop these elements are often missed in subjects such as music and art.
How well the school cares for its pupils	The school cares for its pupils well. Procedures for ensuring the pupils' health and safety are good. Procedures for assessing pupils' progress have improved but the current use of information to guide teachers' planning is unsatisfactory.

Despite implementing a range of new ways of consulting with parents and providing a considerable amount of good quality documentation, the schools' partnership with its parents is unsatisfactory. Parents do not receive regular details about what their children are learning. Teachers are inconsistent in letting parents know about the progress their children are making. This is an area that the headteacher and governors recognise needs to be improved. The provision for the under fives is good. Pupils' learning is extended beyond their lessons well by the provision of small apparatus for use during playtimes and football, netball, craft, drama and book clubs.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is satisfactory. The headteacher enjoys the respect of staff, pupils, parents and governors. The day to day management of the school is very efficient. The management provision for pupils with English as an additional language is unsatisfactory. The management of special educational needs is satisfactory.
How well the governors fulfil their responsibilities	The governing body is effective. They have an appropriate structure of committees and they fulfil their statutory responsibilities.
The school's evaluation of its performance	Whilst the school has put in place an increasing number of ways of assessing its work, the information is not always evaluated with sufficient rigour.
The strategic use of resources	The school deploys its learning resources well and uses additional grants effectively with an increased awareness of best value.

The headteacher has worked hard to establish a strong team of committed, hardworking and dedicated staff in a short period of time. However, as many of the staff are new, a shared view of the school's strengths and weaknesses is not fully developed. The school's staffing is adequate although there are no specific staff to support pupils who are learning English as an additional language. The school has good procedures for the induction of new staff, staff appraisal and the professional development of all staff.

Overall, the school's accommodation is unsatisfactory. Whilst the building is large, space cannot be utilised effectively because the design of the building and the classrooms are too small. The school has adequate learning resources and these are used effectively. Day to day financial administration is good and financial planning is closely linked to educational priorities. Governors have been effective in applying best value principles. However, the school is not knowledgeable about calculating whether it is providing value for money in relation to the quality of education provided and the standards being achieved.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children are happy at school</li> <li>• The school promotes good behaviour and attitudes in their children.</li> <li>• The quality of teaching</li> <li>• Teachers have high expectations of their children</li> <li>• The school helps its pupils to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The information given to them about their children's progress</li> <li>• The range of activities provided outside lessons</li> <li>• Provision for homework</li> <li>• Links for working more closely with parents.</li> </ul>

The inspection team agrees with many of the parents' positive views about the school. Pupils are very cheerful and friendly and display very mature and responsible attitudes to their work and one another. There is a significant amount of good teaching in the school but there are instances where teachers' expectations of able pupils are not high enough. The inspection team agrees that parents should receive more information about what their children are being taught and the progress that they are making. The team also recognises that the school sends out good quality documents with information about the school. The school has improved its dialogue with parents since the last inspection, but more needs to be done to develop a partnership with them. The parents' views are not always in agreement with one another over homework as the school's own questionnaire on this topic shows. Inspectors felt that the school had struck a reasonable balance here and saw that many good quality tasks were given to the pupils for their homework. The inspectors also felt that the school provided a good range of activities outside lessons that enhanced the pupils' learning.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Results from the 1999 Key Stage 1 national tests for English show that pupils' attainment is average in reading and writing. Schools that have similar characteristics achieve similar results. However, results from the national mathematics tests show that the school's results are below average both when considered against the results obtained nationally and those obtained by similar schools. The statutory teacher assessment for science showed that pupils' attainment was well below average both when compared to results obtained nationally and those achieved by schools with pupils from similar backgrounds. At Key Stage 2, the results from the 1999 English tests were above average and in mathematics and science they were average. This interpretation remains the same when the school's results are considered against those obtained nationally and those obtained by similar schools.
2. Most pupils enter the reception classes with levels of attainment that are average and this is reflected in the information from the baseline assessments. A small number of children are unfamiliar with English. The children make good progress towards the nationally recommended outcomes. By the age of five, most children in the current reception classes will reach the expected levels for their age in all the areas of learning. The children are on course to attain average standards in language and literacy, mathematics, knowledge and understanding of the world and physical development. They will attain above average levels in creative development and social development.
3. Since the last inspection, there have been slight variations from year to year in National Curriculum results at Key Stage 1. Whilst there has been a slight decline in results from the reading and writing tests, overall results for English have remained average. However, in mathematics and science, there has been a downward trend. In mathematics, results have moved from average to below average and in science from average to well below average although inspection findings show that the school is achieving higher standards in these two subjects. At Key Stage 2, results in English, mathematics and science have all risen each year. Improvements in English and science have been particularly marked and the improvements in mathematics have been similar to the national trend.
4. Pupils' standards in English are similar to those seen during the school's last inspection in 1997. During this inspection pupils were seen to attain average standards in English at Key Stage 1 and Key Stage 2. Whilst this judgement reflects the outcomes of national tests at Key Stage 1, it differs from the test results at Key Stage 2. At Key Stage 2 pupils were seen to attain good standards in speaking and listening, but average standards in reading and writing. By the end of the key stage most pupils are confident readers but their range of reading is limited and this is preventing pupils from extending their knowledge of available literature. In their writing, pupils write for a range of different purposes with a good sense of audience their use of descriptive language in their writing was relatively limited.
5. Pupils attain average standards in mathematics in Key Stage 1 and Key Stage 2. Again the standards observed are similar to those seen during the last inspection. Whilst the inspection judgement reflects the standards achieved by pupils in the national tests at Key Stage 2, it varies with the outcomes of the mathematics tests at Key Stage 1. The school has implemented the National Numeracy Strategy satisfactorily and this has had a significant impact on the standards being achieved at Key Stage 1.
6. At Key Stage 1 pupils' standards in science are below average. This judgement differs from the outcome of statutory teacher assessment in 1999 that showed that pupils' attainment in science was well below average. The school has introduced a new scheme of work, which is providing a more balanced curriculum in Key Stage 1; this is starting to improve the pupils' attainment in this subject. At Key Stage 2 standards in science are average and this reflects the outcomes of the 1999 tests. Since the last inspection standards in science have changed quite considerably. In the 1997 inspection, attainment in science at Key Stage 1 was judged to be average whereas now it is below average. At Key Stage 2 pupils' attainment was considered below average whereas now it is average.

7. Attainment in information technology is in line with national expectations at the end of Key Stage 1 and in the communicating and handling data aspects of the subject at Key Stage 2. The school is in the process of establishing a computer suite and this made it difficult to gauge pupils' attainment in this subject. In particular insufficient evidence was available to make a judgement about the pupils' attainment in control and modelling. Similar standards were observed at Key Stage 1 in information technology during the school's previous inspection. In religious education, pupils meet the expectations of the locally agreed syllabus, which reflects standards that were observed in the previous inspection.
8. During the last inspection pupils made satisfactory progress in all subjects at Key Stage 1. This is still the case in all subjects except science where they still do not make satisfactory progress over time. At Key Stage 2, the last inspection team judged that progress in all subjects was satisfactory except science and design and technology. In all subjects except music and geography, pupils make satisfactory progress by the end of Key Stage 2. In music, pupils make unsatisfactory progress but in geography their progress is good.
9. The school has met its 1999 targets for the proportion of pupils to reach the expected national standard for Key Stage 2 in English and mathematics. Targets for the year 2000 are appropriately demanding for the school. The results of the national tests are analysed by gender, special need and mobility. At both key stages, girls' attainment is higher than boys. This reflects a national trend and the school monitors outcomes from tests by gender very carefully in order to consider ways of addressing this issue.
10. At both key stages, pupils with special educational needs make good progress in English, mathematics and science. In all other subjects they make satisfactory progress except geography at Key Stage 2 where their progress is good. Appropriate targets are set for pupils in their individual education plans and they make good progress towards them. Pupils with English as an additional language make broadly satisfactory progress in all subjects except English. There is limited provision to support these pupils and their needs are often met by special education needs procedures which do not always meet their linguistic needs. Higher attaining pupils make good progress in most subjects including mathematics and science. However, there were a small number of English lessons where their progress was unsatisfactory. In the national tests the proportion of Key Stage 1 pupils attaining at the higher levels in reading and mathematics was close to the national average but below average in writing. At Key Stage 2, in English and science the proportion of pupils attaining at the higher levels was average but in mathematics it was lower than the national average. During this inspection higher attaining pupils were seen to make satisfactory progress overall.

### **Pupils' attitudes, values and personal development**

11. The pupils have very good attitudes to school. They all arrive cheerfully at the beginning of the school day and the vast majority are punctual to their first lesson. Pupils are interested in the events and activities the school provides. Many are enthusiastic in participating in the extra curricular clubs, such as football, netball and dance. The pupils who have been elected to the school council are proud of their positions. They respond with maturity to issues brought to their meetings from circle time. Some pupils talked with animation about the councillor after whom their school was named.
12. Behaviour in lessons is very good. The vast majority of parents have no concern with poor behaviour at school and feel the school promotes discipline well. Most teachers are enthusiastic and hold the pupils' attention well. Even when teaching is less effective, most pupils are composed and well disciplined. In a reception class the younger pupils respond quickly to the teacher's request to stop what they were doing and begin to tidy up. There were two fixed term exclusions last year for two Year 6 pupils. The pupils are responding well to the recently introduced strategies for managing poor discipline and rewarding good behaviour or work. They appreciate the award of golden time at the end of the week and try hard not to lose part through inappropriate behaviour. The behaviour of pupils around the school is good. They line up promptly at the end of break times and come in and out of assembly in an orderly way. Out in the playground the pupils make the most of the fresh air and engage in lively ballgames. Pupils are courteous and trustworthy. Many pupils open doors for visitors or happily chat with them at lunchtime. The whole school site is free from litter and graffiti.

13. Pupils' personal development is very good. Relationships with one another and with the staff are very good. Pupils respond very well to directions from adults. In a Year 1 art lesson, pupils were responsible and enjoyed working with a temporary teacher. Both in the classroom and out in the playground pupils often support each other. In a reception class, pupils willingly helped their peers to remember a list of groceries in a shopping game. A girl who fell over and grazed her knee at break time was sympathetically helped into the office for first aid by a group of friends. Some good collaboration was seen in lessons. In a lesson preparing for puppet design, Year 2 pupils worked very well together to evaluate how puppets are made. There is no evidence of bullying, sexism or racism amongst the pupils.
14. Pupils are good at reflecting on what they do and understanding its impact on others. In personal, social and health education lessons, pupils gave sensitive accounts of their feelings in different situations. Pupils respond very well to the times given for reflection in assemblies and listen attentively to stories from the Bible, such as the parable of the Good Samaritan. They respond very positively at the end of prayers with an 'Amen'.
15. Pupils take on jobs and chores around the school with maturity. They willingly return registers to the office and help to clear up at the end of the lessons. This was particularly evident in the Reception classes. In many classes, pupils respond very well to the encouragement to have a go themselves or ask a friend when they are stuck before resorting to the teacher's assistance.
16. Levels of attendance are satisfactory and have remained at this steady level since the last inspection. Unauthorised absence is very low. Most of the authorised absences relate to illness or medical reasons.

#### **HOW WELL ARE PUPILS TAUGHT?**

17. The quality of teaching is satisfactory. For children in reception the quality of teaching is good. It is satisfactory in the other key stages. 89 per cent of teaching is satisfactory or better and 51 percent of teaching is good or better. Unsatisfactory teaching has declined from 15 percent to 11 percent since the last inspection although this is still a significant amount of unsatisfactory teaching. During this inspection, 7 percent of teaching was very good whereas no teaching in this category was observed during the school's previous inspection.
18. The quality of teaching in basic skills is satisfactory. Teachers use the guidance of the National Literacy Strategy and National Numeracy Strategy effectively. The teaching of language and literacy and mathematics is good in reception. At Key Stage 1 and Key Stage 2, teaching in English is satisfactory overall. In English, at both key stages, there was one lesson where teaching was unsatisfactory but at Key Stage 2 there was a higher proportion of good teaching than at Key Stage 1. In mathematics, teaching was satisfactory at Key Stage 1 and good at Key Stage 2. No unsatisfactory teaching was observed in mathematics. Teaching in all other subjects was satisfactory except art and geography. In art, in three out of four lessons teaching was unsatisfactory. In two of the unsatisfactory lessons, teachers that do not usually teach art, were taking the lessons. Therefore, their impact on overall standards in the school was less marked. Teaching in mathematics and geography is good at Key Stage 2.
19. The main strength of teaching is the effective management of pupils. In reception, children are managed very well and this helps to promote their concentration and develop their sense of co-operation. At Key Stage 1 and Key Stage 2 pupils are managed effectively and helps to create a calm working environment in all classes.
20. Teachers' subject knowledge is satisfactory. In reception teachers have a good understanding of the subjects they teach and use this effectively to promote the children's learning. Teachers' subject knowledge in mathematics is mainly good throughout the school. For example, mathematical vocabulary is used well by teachers in their discussion with pupils. This helps pupils to understand what the terms mean and use them in their own discussions about their work. In many English lessons, teachers use specific grammatical terms well and this enables pupils to learn and use them correctly. However, where teaching is unsatisfactory a common feature of these lessons is teachers' incorrect use of grammatical terms. There are also weaknesses in teachers' subject knowledge in music at Key Stage 2. This leads to teachers not adapting the music scheme they are using to meet the needs of their pupils.

21. Teachers' planning is satisfactory. In some subjects such as mathematics and science teachers' planning ensures that tasks are matched carefully to the range of abilities within their classes. This enables pupils to develop knowledge and skills in these subjects effectively. In English, whilst planning is good for the majority of pupils it is not sufficiently specific for pupils for whom English is an additional language and this is unsatisfactory. In all classes, teachers plan effectively for pupils with special educational needs and this ensures that they make good strides in their learning. In art, teachers' planning was unsatisfactory. This often led to a confused and slow start to lessons, which led to pupils being slow to settle to their work.
22. Teaching methods are used effectively in the reception classes and Key Stage 2 and satisfactorily in Key Stage 1. In mathematics lessons, in most classes, effective questioning and explanations help to develop pupils' mental calculation skills. In science at Key Stage 2, teacher's questions extended the pupils' knowledge of materials that would keep them warm on a cold day. In English, teachers explanations were generally clear but there were instances where the focus of discussion became too wide and this led to the pupils becoming confused.
23. Teachers use support staff and resources well. Support staff, both teachers and assistants are used well with the under-fives and pupils with special educational needs. This helps under-five pupils to develop their speaking and listening skills in particular. The support given to pupils with special educational needs helps them achieve their targets and to have access to the National Curriculum. There were a limited number of occasions, where teaching assistants were available to provided support for pupils for whom English is an additional language. Where this support was available it always made an effective contribution to these pupils' learning. However, in a significant number of lessons, time is not always used effectively. In a small number of lessons such as art, the lack of organisation at the start of the lesson led to time being wasted. There were other occasions in lessons, in a number of subjects, where the pace of work slowed in the middle of the lesson. This usually occurred where pupils were engaged in group work that was not sufficiently challenging. Slow pace was a feature of all lessons where teaching was observed as being unsatisfactory.
24. Teachers have satisfactory expectations of their pupils. In reception, pupils are challenged effectively in all the areas of learning. In a significant number of mathematics and science lessons pupils were set challenging tasks that were well matched to their abilities. This was a particularly strong feature of teaching in the later years of Key Stage 2. In English lessons there were occasions where more able pupils were not sufficiently challenged or where adequate provision had not been made for pupils who are learning English is an additional language. This limited the progress these pupils made in these lessons.
25. Assessment is used effectively in the reception classes. Teachers use the information to build on children's existing abilities and this ensures that they make good progress. In Key Stage 1 and Key Stage 2 teachers use information from teachers' on-going assessments satisfactorily. Whilst there were instances of good practice it was not a consistent feature of teaching across the two key stages. Where teachers' on-going assessments were not effective, it led to pupils being given tasks that were not well matched to their abilities.
26. The provision for homework is at least satisfactory and is often used effectively. Children from reception classes onwards take home reading books and older pupils have tasks that help them to develop skills in English, mathematics and science. In some classes interesting tasks are given to pupils to extend their learning. For example in one Year 4 class, in order to build on pupils' learning in science, they had to find materials at home that would keep them warm or keep them cool.

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

27. The quality and range of learning opportunities are satisfactory. The curriculum provided by the school meets statutory requirements.

28. The previous inspection report judged the curriculum to be broad and balanced though with an imbalance in time allocation. This resulted in some aspects of mathematics and science not being covered in sufficient depth. The report identified the following key issues for the school to raise levels of attainment: “redefining management roles to improve the processes for curriculum development” and “completing the development of schemes of work for all subjects.” The school has addressed both of these key issues.
29. The breadth, balance and relevance of the curriculum as a whole is satisfactory. Since the previous inspection the school has effectively introduced the national strategies for numeracy and literacy. Schemes of work are now in place for all National Curriculum subjects. The school has an appropriate policy for sex education and addresses drugs awareness through its programme of personal, social and health education. The school uses its discretionary time to provide personal, social and health education, circle time and also specific library sessions.
30. The school has reviewed its management structure and curriculum co-ordinators are now in place for all subjects. Some of these teachers are new to the school and just beginning to develop their management role. The school has developed a policy for curriculum monitoring in order to raise pupils’ attainment. At the time of the inspection the new co-ordinators were just beginning to implement this.
31. The high focus on literacy and numeracy means that there is still an imbalance of time in the curriculum. This is particularly noticeable in science, history and geography at Key Stage1 and music at Key Stage 2. In these subjects this has an impact on pupils’ attainment.
32. The equality of access and opportunity to the curriculum for pupils is broadly satisfactory. Boys and girls are given the same chance for involvement in all aspects of school life. For example, there are equal numbers of boys and girls on the school council. The school ensures that pupils with special educational needs have equal access to the curriculum. The school ensures that the curriculum is made accessible for all pupils with special educational needs. No pupils are disapplied from the National Curriculum. The current provision ensures that these pupils make good progress in English, mathematics, science at both key stages and geography at Key Stage 2. Satisfactory progress is made in all other subjects. The school currently receives no funding from the Ethnic Minority Achievement Grant, which means that there is a lack of specific support for pupils for whom English is an additional language. The school makes every effort to ensure that these pupils are given additional support from teaching assistants but this does not give them the support they need. In their English lessons particularly, their needs are not always met as effectively as they are in other subjects of the curriculum. In a very small number of classes teachers are not as vigilant as they might be in ensuring that boys are fully involved in the whole literacy hour. In these instances, this limits the boys access to the literacy curriculum.
33. The school offers a good range of extra curricular activities for pupils. These include football and netball, choir, dancing, drama, book club and craft club. The community makes a satisfactory contribution to the pupils’ learning. For example, the school has taken advantage of training with the Middlesex County Cricket Club and took part in the Enfield five-a-side football competition. During the inspection a police officer was involved in teaching the pupils tag rugby as part of a local initiative.
34. Overall, the school’s provision for the pupils’ spiritual, moral, social and cultural development is good. The school makes very good provision for pupils’ social and moral development. Provision for pupils’ spiritual and cultural development is satisfactory.
35. The school is very effective in promoting the pupils’ social development. Pupils work well together in lessons and relate well to each other in the playground. Adults provide good role models for pupils. They treat them with respect and value their contribution to lessons. The pupils respond well to this. When working together in small groups, pupils encourage each other and suggest strategies to help each other. They listen very respectfully to others in lessons and are generous with their applause when they enjoy others’ efforts. Pupils are friendly and polite to visitors and enjoy discussing their work. The school council is also developing pupils’ sense of responsibility for their actions as well an understanding of democratic procedures.



36. The school encourages pupils to think of the needs of people less fortunate than themselves. Pupils are regularly engaged in a variety of initiatives to support local charities. Recent activities have been; a collection of silver foil for “Guide dogs for the blind”, carol singing for “Marie Curie Cancer Care”, collecting items for the “Love in a Shoebox “ appeal to support children in orphanages in Eastern Europe, and sending books to Zadet Primary School in Freetown, Sierra Leone.
37. The school makes its expectations of behaviour very clear to pupils and they know right from wrong. Pupils behave very well in lessons and at break times. They can explain the school’s code of behaviour and know what they should do if they are upset or worried. Teachers make time for pupils to talk to them individually if anything is worrying them. Pupils show respect for the school’s resources and take care of their own property and that of others.
38. Provision for pupils’ spiritual development is satisfactory. Acts of worship meet statutory requirements but there is insufficient time for pupils to reflect on their own experience and that of others. In some lessons, opportunities to develop pupils’ sense of wonder at the natural world are missed.
39. In the English curriculum, pupils are offered good opportunities to explore a range of poetry, drama and literature, though this does tend to represent the traditions of western European society. The religious education curriculum has been developed to include appropriate study of other faiths and cultures, pupils learn about Islamic beliefs and values. The work on display reflects a thoughtful and sensitive approach to the beliefs of other religious traditions. As part of their geography curriculum, Year 5 pupils have been studying the island of St Lucia and comparing this with their own environment. However, the multi-cultural element in art and music is limited, though the school does invite different musical groups into the school to perform to pupils and is currently arranging a visit from a local secondary school steel band.
40. The schools book resources reflect a good range of positive images in terms of gender and ethnicity.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

41. The school cares for its pupils well and this contributes effectively to their learning. Procedures for the health and safety of the pupils are good. The governors make sure that the site is assessed regularly for risks. They liaise closely with the local authority for added guidance. The school follows good practices for the welfare of the children. The pupils are well supervised when out in the playground or leaving at the end of the day. All staff are alerted as necessary to any potential medical problems of particular pupils. The staff with first aid certificates are very experienced. Any accidents, however minor, are carefully recorded in a daily book. Pupils who are feeling unwell are closely supervised in a comfortable corner of the large office. Child protection procedures are satisfactory. All staff know what they should do if they have concerns. However, there are many new members of staff who have not had sufficient recent training in the school’s procedures.
42. All pupils receive personal, social and health education that prepares them well for life outside school. They have effective lessons in sex and drugs education and learn how to keep safe on the roads and in public places. The recent inauguration of the school council is giving pupils a good insight into citizenship and collective responsibility. Staff know the pupils well. In particular, the class teachers are supportive and vigilant of each individual pupil in their class. They routinely identify the most able, those with special educational needs and those who speak little English. In most cases this leads to appropriate support and guidance, although in some English lessons the support for pupils learning English as an additional language was inadequate and able pupils were not always challenged sufficiently. The school has an effective personal, social and health education policy and scheme of work, which ensures that pupils cover the different areas of personal, social and health education as they progress through the classes. However the formal monitoring of teaching and the assessment of learning is not sufficiently rigorous to make sure each pupil is making personal gains in their learning.

43. The school has satisfactory measures to promote good attendance. Parents are frequently reminded of the importance of regular attendance for their children and they are good at letting the school know of the reason, should their children miss school. The monitoring of attendance is satisfactory. In general, the office staff follow up absences effectively, but sometimes pupils are away for too many days before proper checking is carried out. Registers are completed regularly at the beginning of the morning and afternoon session and comply with statutory requirements. However, some teachers do not clearly identify the reasons for authorised absence and the inconsistent use of the school's agreed symbols detracts from easy monitoring.
44. The promotion of good behaviour is very effective. The school has high expectations of appropriate behaviour at all times. The recently revised behaviour policy provides very clear guidance on how to deal with specific behavioural incidents. This ensures that all staff treat any ill discipline with consistency and fairness. Pupils look forward to their Golden Time when they are rewarded for good work and behaviour in the week and are proud when they are awarded with leaves for the central Achievement Trees. These strategies have a positive impact on learning and behaviour. The monitoring of behaviour is satisfactory. Pupils who are presenting problems with behaviour are noted on the Cause for Concern forms and are helped to improve via behaviour management plans. A detention book notes all types of behavioural incidents, whether in the playground or the classroom. However, there is no central record book to enable the school to closely monitor any specific occurrences of oppressive behaviour, bullying and harassment. Nor is there a policy for recording the pattern and frequency of racial incidents or procedures for ensuring that any such incidents and the ensuing actions are reported annually to the governing body, parents and local authority.
45. A key issue in the previous inspection report was to "ensure that teachers regularly assess pupils' progress and use the information obtained to inform planning." The school has partially addressed this key issue.
46. The school's assessment policy was updated in 1999. Assessment in each subject is to be monitored by co-ordinators. Curriculum co-ordinators are now monitoring colleagues' planning and providing helpful feedback. Their role is to collect and annotate samples of work for each year group every term and develop a profile of continuity in their subject. This information is reported to the headship team who will agree with co-ordinators the action to be taken. As a number of curriculum leaders are new in post, this system is not yet fully developed.
47. The school makes use of a range of standardised tests English and mathematics in addition to National tests at the end of each Key Stage. These include diagnostic tests from the National Foundation for Educational Research that are used to identify specific learning needs. Teachers are expected to use these results in planning work for their classes. The school has begun to analyse test results in terms of gender and of pupils' mobility. There is, as yet, no work on analysis of pupils' results by ethnic and language background but the school is tracking the results of pupils with differing prior attainment. These initiatives are newly in place and have not yet begun to have an impact on pupils' attainment nor in helping the school to identify the pattern of progress pupils are making across the school.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

48. There are weaknesses in the school's partnership with its parents and this is unsatisfactory. Despite undertaking many new ways of consulting with parents this area is not as positive as it was at the time of the last inspection. A small number of parents are unhappy with several aspects of the school and a larger number expressed reservations about these areas as well. The meeting with parents before the inspection was generally supportive of the school. However, information from the questionnaires indicates that a small number of parents are concerned or have reservations about the information provided by the school, the working relationship between parents and the school, the amount of homework and the range of activities outside lessons.

49. The inspection evidence supports parents in their concern about information provided to them. The main school documentation, which includes the prospectus and the home school agreement, is good. The annual report of governors to parents is a lively, informative and well-presented document. However, information about the curriculum is unsatisfactory. Parents do not receive regular termly details about what their children are learning in class. Nor have they been invited to curriculum evenings to hear about how subjects are taught. In particular, there have been no information evenings on the recent literacy and numeracy initiatives. Parents with children who have special educational needs are involved appropriately with review meetings including annual reviews. Parents are invited to meet their child's teacher in the autumn and spring terms, but do not have a chance to discuss the past year's work or share in the setting of targets for their child for the next year at a summer term appointment. The end of term reports give a good amount of information on what learning areas the pupils are covering and what they know, understand and can do. However, teachers are inconsistent in letting parents know about the progress of their children. Many teachers do not give a clear view of how the pupils have been building on their learning over the year. Insufficient information on the curriculum and progress is detracting from the parents' role in helping their children with learning.
50. The school works sufficiently closely with parents. The impact of the parents' involvement on the work of the school is satisfactory. Whilst there are still shortcomings, the school has improved their dialogue with parents since the last inspection. Questionnaires have been sent out to gauge parents' views on the school uniform, homework and parent teacher meetings. The school has reacted positively to the results. For example, girls are now allowed to wear trousers and the results of the homework survey are being fed into the draft homework policy. The families of all reception children are visited at home before the pupil starts at school, ensuring home and school work well together to support the pupil starting in formal education. Parents of pupils with special educational needs are included effectively in supporting their children in their targets for learning. However, there is little evidence around the school that parents are full partners in education. Very few parents help in the school. There is a table for parental documentation and some notice boards in the playground, but they provide sparse information about the workings of the school. Parents who speak little or no English receive adequate translation support when this is requested. The Friends of George Spicer School have raised good amounts of money towards furnishing the new information technology suite.
51. Many parents are not happy with the amount of homework set. The inspection team looked closely into the issue of homework and judges that the use of homework is satisfactory. The school is steering a satisfactory course between the views of those parents who feel there is too much homework and those who would like more challenge for their children. The draft homework policy is currently being finalised in light of the results of the recent homework survey to parents. The regular setting of homework is allowing parents to contribute satisfactorily to their children's learning.
52. A large number of parents had concerns about the range of activities provided by the school for their children outside lessons. The inspection team has come to the conclusion that the extra curricular activities on offer at the school are good. Compared with many other primary schools, pupils have a wide range of clubs and activities to follow out of lessons. There are several sports clubs, an art club and a dance club. The older pupils have a chance to participate in a school journey to Swanage in Dorset.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

53. Leadership and management of the school are satisfactory. The headteacher is developing a strong team of committed, hardworking and dedicated staff and she enjoys the respect of staff, pupils, parents and governors. The headteacher is well supported by the deputy head and the new headship team is developing well. The day to day management of the school is very efficient. However, many staff with management responsibilities are new to the school or to their posts. This means that a shared view of the schools' strengths and weaknesses is not fully developed with all these staff. The school fulfils its aims well and this reflected particularly in the very good attitudes of the pupils. The aims of the school and much of the documentation refers to the need for equality of opportunity.

54. The school has recently put in place a well thought through management structure. Senior and middle management roles have been carefully defined. Senior and middle managers work together co-operatively and a consistent management style is developing and staff feel well supported. Monitoring of teaching and the curriculum takes place regularly but whilst this has been effective in ensuring pupils make satisfactory progress in English and mathematics, the procedures have not ensured that satisfactory progress has been made in science at Key Stage 1 or music at Key Stage 2. Teachers who have subject responsibilities are developing an overview of the areas they manage. As most are managing new areas, they do not always have a sufficiently clear grasp of the standards being achieved in the subjects they manage.
55. The governing body is effective. The governors meet regularly and have established an appropriate structure of committees and this enables them to have a satisfactory overview of school life. The governors fulfil their statutory responsibilities well and make a valuable contribution to the leadership and management of the school. The governors are working effectively with the new management team to shape the direction of the school.
56. The school has identified appropriate priorities for development. Three of the areas, in particular, have been very successful in contributing to higher standards within the school. The school had some concerns about pupils' behaviour and targeted this area. During the inspection pupils' behaviour was considered to be very good. The school also focused on the introduction of the National Numeracy Strategy and no unsatisfactory teaching was observed in mathematics. The school identified the need to provide an induction programme for the significant number of new members of staff. This was successful in building a cohesive team with a shared commitment to raise the quality of education within the school.
57. The school has been effective in meeting its targets in both English and mathematics. The school exceeded its targets in both these subjects and is on course to meet the targets for this year as well. The school has introduced target-setting procedures for all classes and this is helping teachers to focus on the progress their pupils need to make.
58. The special educational needs co-ordinator took over the responsibility for this area of work in the previous term. The management of special educational needs is satisfactory and ensures that pupils make good progress in English, mathematics and science. Statutory requirements concerning assessment are met and the governor for special educational needs provides an effective link between the school and the governing body. However, the overall management of special educational needs is underdeveloped. There is no organised development planning for special educational needs, nor are there clear processes for identifying trends within the school. As yet the school has not set targets for improving provision for special educational needs. Whilst the overall progress of pupils who are learning English as an additional language is satisfactory, the management of provision for these pupils is also unsatisfactory. Currently the special educational needs co-ordinator ensures support for these pupils. In practice, this often means that these pupils' needs are met through special educational needs provision. This is not always appropriate since the provision is not always focused on enabling pupils to acquire a new language.
59. The match and numbers of teachers and support staff to meet the demands of the curriculum are good although the school does not benefit from having sufficient staff to support pupils who are learning English as an additional language. Co-operation between teaching and non-teaching staff is good. All non-teaching staff including administrative staff, mid-day supervisors and the caretaker make a valuable contribution to the pupils' general welfare.
60. The arrangements for the induction of new staff to the school are good. Apart from the team building processes the school used this year, all new staff have mentors to support them and newly qualified teachers have a number of experienced staff to guide and advise them.
61. The schools' arrangements for appraisal are good. Staff are appraised each year and targets for development are set for all staff. The headteacher also carries out professional development interviews and uses this opportunity to monitor the progress each member of staff has made with his or her targets.

62. Accommodation is generally unsatisfactory. The building is old and although the school has a lot of space, it is difficult for it to be used efficiently as many classes are too small. For older pupils, the lack of space limits the practical tasks that can be undertaken in science and design and technology lessons.
63. Learning resources are generally satisfactory and good in areas such as physical education, art and information technology. The equipment purchased to encourage games at playtime is making a very positive contribution to pupils' development in using small apparatus in physical education. The school is also making satisfactory progress in its use of new information technology. Currently it is used for financial management and data bases.
64. The school makes satisfactory strategic use of its finances and resources. Decisions on the spending of the budget are closely linked to educational priorities. The school development plan is clearly written and costed. It includes specific criteria for the effective monitoring and evaluating of spending. The governors have a knowledgeable overview of the finances and are clear where spending will be best for the pupils. A recent large carry over figure resulted from the delayed start of a necessary major redecoration programme of the outside of the building. A specific grant for information communication technology has been well spent on setting up the new computer suite. Governors have been effective in applying the best value principle and have obtained tenders and quotes before embarking on major spending. They are currently setting up a feasibility study to determine the best way to organise the school building in the future and potentially incorporate a nursery unit.
65. The day to day financial management of the school is good and financial control is good. The school administration officer is well organised and meticulous in her dealings with invoices and payments. She makes good use of the support, advice and training provided by the local education authority. The most recent audit contained minor recommendations that have been quickly and effectively taken on board. Financial and secretarial administration keeps the way clear well for teachers to concentrate on their work. However, the school is not sufficiently knowledgeable about calculating whether it is providing value for money in relation to the quality of education provided and the standards achieved.
66. The overall effectiveness of the school is satisfactory. The unit costs per pupil are a little above average but the school does incur some additional costs through sharing the site with the local education authority's professional development centre. Pupils enter the school with average attainment and make satisfactory progress by the time they leave at the age of eleven. Overall, the school is providing satisfactory value for money

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. The school has already identified a range of appropriate goals that are expressed in the school development plan. The inspection judgements support these but the school should also now:
- (1) Use the schools' monitoring procedures more effectively to ensure that
    - weaknesses in teaching are identified and systematically addressed; (See **paragraphs 18, 20-25, 91-93, 113, 147, 119 and 152**)
    - standards are improved in science at Key Stage 1 and music at Key Stage 2; (See **paragraphs 1, 3, 6, 8, 20, 56, 107-108, 149**)
    - All subject co-ordinators have similar strategies for monitoring provision in their areas of responsibilities. (See **paragraphs 30, 55, 120, 127, 144, 147 and 151**)
  - (2) Use the school's assessment procedures more effectively so that information:
    - informs teachers' planning; (See **paragraphs 25, 45-47 and 91**)
    - enables the school to track pupils' progress more efficiently. (See **paragraphs 47, 91, 121 and 147**)
  - (3) Improve provision for pupils that are learning English as an additional language by:
    - improving the level of support given to these pupils; (See **paragraph 59**)
    - ensuring that teachers' planning identifies these pupils needs; (See **paragraphs 10, 21,32 and 93**)
    - providing staff with the training they need in order to support these pupils effectively. (See **paragraphs 88 and 93**)
  - (4) Improve the partnership with parents by:
    - providing better opportunities to inform parents about what their children will be learning; (See **paragraphs 48-50**)
    - giving them better information about the progress that their children are making; (See **paragraphs 49 and 50**)
    - finding ways to involve a greater number of parents in the life of the school. (See **paragraph 50**)
68. In addition to the issues for action above, the following less important issues should be considered for inclusion in the action plan:
- (1) To put in place procedures so that the school regularly checks the value for money it offers in relation to the quality of education provided and the standards being achieved. (See **paragraph 66**)

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed

85
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Number of discussions with staff, governors, other adults and pupils

32
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### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	7	44	38	11		

*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**

YR – Y6
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Number of pupils on the school's roll (FTE for part-time pupils)	387
Number of full-time pupils eligible for free school meals	49

*FTE means full-time equivalent.*

#### **Special educational needs**

YR – Y6
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Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	66

#### **English as an additional language**

No of pupils
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Number of pupils with English as an additional language	33
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#### **Pupil mobility in the last school year**

No of pupils
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Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	23

## Attendance

### Authorised absence

	%
School data	5.8
National comparative data	5.4

### Unauthorised absence

	%
School data	0.0
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	39	23	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	33	34
	Girls	21	22	20
	Total	51	55	54
Percentage of pupils at NC level 2 or above	School	82 (91)	89(88)	87(87)
	National	82 (81)	83 (85)	87 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	31	31
	Girls	22	18	19
	Total	55	49	50
Percentage of pupils at NC level 2 or above	School	89 (90)	79 (89)	81 (80)
	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**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	27	32	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	22	24
	Girls	29	24	27
	Total	49	46	51
Percentage of pupils at NC level 4 or above	School	83 (73)	78 (58)	86 (68)
	National	70 (65)	69 (65)	78 (72)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	20
	Girls	27	26	26
	Total	46	46	46
Percentage of pupils at NC level 4 or above	School	78 (72)	78 (63)	78 (71)
	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	5
Black – African heritage	5
Black – other	8
Indian	5
Pakistani	0
Bangladeshi	1
Chinese	1
White	291
Any other minority ethnic group	17

*This table refers to pupils of compulsory school age only.*

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage	1	
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
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: YR – Y6**

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	25.8:1
Average class size	29

**Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	192

**Qualified teachers and support staff: nursery**

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

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

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

**Financial information**

Financial year	1998/99
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	£
Total income	709,530
Total expenditure	732,345
Expenditure per pupil	1,795
Balance brought forward from previous year	70,785
Balance carried forward to next year	73,987

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	387
Number of questionnaires returned	216

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	47	4	0	0
My child is making good progress in school.	39	51	7	1	1
Behaviour in the school is good.	33	61	2	1	2
My child gets the right amount of work to do at home.	17	53	20	5	5
The teaching is good.	33	60	4	2	2
I am kept well informed about how my child is getting on.	24	50	21	4	1
I would feel comfortable about approaching the school with questions or a problem.	45	43	9	2	1
The school expects my child to work hard and achieve his or her best.	48	47	3	1	1
The school works closely with parents.	22	53	16	6	4
The school is well led and managed.	34	56	7	0	2
The school is helping my child become mature and responsible.	31	60	4	1	3
The school provides an interesting range of activities outside lessons.	16	38	25	8	12

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

**AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

69. Children enter the reception classes part time at the age of four in September until the term in which they are five. At present, there are twenty-eight children under five who form about one half of each of the two classes. There are two teachers assisted by two full time nursery nurses and a full-time support teacher shared between the two classes. They fulfil an effective and sympathetic role in settling the children into school. The attainment on entry for most children is average and this is reflected in the outcomes of the baseline assessment.
70. The children show good personal and social development, which enables them to progress well and a good number show particular maturity in the way they choose tasks and work at them. They show respect for others and share resources well when this is needed. The quality of teaching is good and has improved since the last inspection. Most children will meet the expected levels for their age in language and literacy, mathematics, knowledge and understanding of the world. Children are on course to exceed the expected levels in creative development and physical development. Children who have learning difficulties are identified quickly and they are well supported so that they make good progress. Children who are learning English as an additional language are well supported so that they make good progress as well.
71. Standards in **language and literacy** are average and progress is satisfactory. However, in speaking, listening and reading, standards and progress are good. The children listen attentively and they express their ideas well. They enjoy books and handle them with care. They know that print carries meaning and talk enthusiastically about the pictures. They successfully repeat stories read to them, retelling them in sequence. Some children can read simple books. Others are beginning to use their knowledge of sounds to read simple words and also some can recognise simple words in the text. In writing, most children can write their names recognisably. Those that are not able to do this make letter like shapes for the first letters of their names. There are good opportunities for mark making or writing and teaching in this area is good. The teaching of sounds is very thorough. Teachers and support staff encourage children to discuss what they are doing as they work on their tasks. When stories are read, children are encouraged to discuss the story as it develops. These strategies are very effective in developing the children's vocabulary.
72. Standards in **mathematics** are average though in some aspects they exceed expectations as some children can successfully add small numbers. Progress is good. The children confidently count up to twenty and beyond. They can match objects to numbers using small toys and cubes. The children clearly understand the concept of heavy and light and are learning to use a weighing scale. Some of them explain clearly that large objects are not always heavier than small ones. They have a good understanding of full, half full and empty when working with volume. Teaching in this area of learning is good. Children are given many opportunities to solve practical problems such as using non-standard measures to see whether a teddy is heavier than a set of cubes. The children's learning in mathematics is thorough and they work through their tasks very quickly and successfully. They also learn effectively about capacity through their sand play.
73. Standards are average and progress is satisfactory in **knowledge and understanding of the world** in aspects seen. Children talk informally about their families and how they travel to school. They talk about the shops and supermarkets they use and identify various materials used in packaging such as plastic, paper, foil and cloth. They make good suggestions on how various packaging might be used and they use this knowledge to design and make their own shopping bags. They are aware of the use of information technology and can control listening stations and simple mathematical programmes on the computer such as "Numberland" or "Letters". Teaching in this area is good, particularly when teachers are developing children's vocabulary. The children use their vocabulary well to explain what they have observed. For example, one child explained how the car he was using in the sand tray "could move on its own downhill because it has wheels". Another explained how the force of water turned a water wheel.

74. Standards are above average **in physical development** by the time the children are five and progress is good. In the hall children move around confidently. They balance with good control and make good progress in their co-ordination of movements and spatial awareness, for example, in their work holding and balancing bean bags and quoits. They use pencils and crayons very carefully and accurately in their art work. They work well flattening and squeezing play dough cutting it into shapes and making cakes and biscuits. Teaching in this area is good as the children are given good opportunities to develop natural talent and to become more confident in areas where they are unsure. Since the last inspections, improvement has been made in the provision of large outdoor equipment. Children now have a good selection of out-door equipment including tricycles and they have soft sponge balls to use when larger groups of children play a ball game.
75. Standards are above average and progress is good in **creative development**. They display good observational skills and explore colour, texture and shape well in their art work. They work very confidently in paint, play dough and construction toys and use these materials to make aeroplanes and satellites. Children can name primary colours well and can predict the outcome of colour mixing. Their pictures show recognisable forms and their patterns have structure and shape. They enjoy listening to music and singing rhymes and number songs. The teaching in this area is good as the children learn good skills and develop effective techniques. The children are also able to develop their own ideas and imaginations. The children use scissors well and were quite adroit at making choices of style and material when making their shopping bags.
76. **Personal development and relationships** are good and the children's attitudes to learning are very good. They concentrate well when, for example, in groups, they work out simple number order. They settle to their tasks and become absorbed. They work and play happily together spontaneously giving applause when other children are successful. Whilst they get very involved with their activities they remain aware of the needs of others. For example, whilst one child was making a cake with bubbles another was busy producing mountains of bubbles to help, so that the "café" would have plenty of cakes. (A development from a story heard). The children play happily together in the home corner or on other tasks that they chose. Children approach visitors confidently, and are happy to show and discuss their work. Teaching in this area is very good and the children imitate the excellent role models given by the adults and this helps to promote their caring and listening attitudes to one another. Appropriate behaviour is always reinforced and congratulated. An example of effective teaching in this area was when the story of "Mrs Wobble the Waitress" was used as a good example of people helping one another. Children with special educational needs and those learning English as an additional language are well supported and work alongside their friends successfully and with ease.

## ENGLISH

77. The results of the National Curriculum tests for 1999 indicate that standards in reading and writing at Key Stage 1 are in line with the national average and are also average when compared with similar schools. The percentage of pupils attaining the higher level 3 in reading was close to the national average. The percentage of pupils attaining the higher level 3 in writing was below the national average. Inspection findings reflect these results.
78. At Key Stage 2 the national tests in 1999 for English show that the proportion of pupils who attained level 4, the average level for their age was above the national average and also above average when compared with similar schools. The percentage of pupils attaining the higher level 5 in English was close to the national average. The inspection findings differ from these results slightly as most pupils were judged to be attaining average standards.
79. Trends over time show that standards in both reading and writing have declined slightly in Key Stage 1. However, at Key Stage 2, the results in English show a steady improvement. At Key Stage 1, the attainment of girls in reading and writing is slightly better than that of boys. This difference is repeated in the Key Stage 2 in the national tests for English. The school has begun to analyse test results in terms of gender but this has not yet had an impact in ensuring that boys' attainment is similar to girls in the national tests.
80. Pupils in Key Stage 1 make good progress in their speaking and listening skills. Pupils listen well to their teachers and to each other in lessons and in assemblies. In the younger classes, teachers provide a good range of opportunities for pupils to develop their speaking skills. Pupils in both Year 2 classes

enjoyed acting an alternative version of “Little Red Riding Hood” to their classmates, who listened attentively. In whole class sessions, pupils are confident in contributing their ideas in discussion. Most pupils are confident in talking to visitors and enjoy explaining their work. The school currently receives no additional support for pupils for whom English is an additional language. These pupils are supported, as far as possible, by teaching assistants but they make slow progress in speaking and listening because they do not always receive a systematic programme of activities to support their language development.

81. Pupils at Key Stage 2 continue to make good progress in speaking and listening. In all lessons and in assemblies pupils listen attentively. Their responses to questions and the way in which they settle quickly to their tasks shows that they have listened with care to teachers’ explanations. They listen well in discussions and are respectful of other pupils’ ideas. In Years 5 and 6, pupils have a well-developed vocabulary and enjoy learning new words. They are confident in expressing their ideas in class. Pupils in one of the Year 6 classes presented an assembly based on their work in English. They presented this clearly and with confidence that resulted in the assembly being enjoyed by other pupils. Pupils enjoy discussing their work with visitors and give clear explanations about their learning.
82. In the majority of lessons observed, pupils’ attainment in reading at Key Stage 1 is satisfactory. Pupils are involved and interested in stories. In the literacy sessions, pupils join enthusiastically in familiar parts of stories for example the repeated refrain in “the Gingerbread Man”. However, pupils with English as an additional language are largely passive in these sessions because they are unsure of the vocabulary being used and this leads to them being insufficiently involved in the lesson. Year 1 pupils are familiar with the way books are organised and talk confidently about authors and illustrators. In group sessions, Year 2, pupils join enthusiastically in reading shared texts. They are beginning to use punctuation as a guide to expression and enjoy using different voices for the characters in “Little Red Riding Hood”. In their individual reading, pupils are very supportive of each other, encouraging friends to sound words out, or look up information in the book’s index. Pupils use a range of clues to help with their reading. They are developing a good knowledge of sounds and correct themselves when they feel the story doesn’t make sense. Younger pupils use the pictures to tell the story and this is sometimes more entertaining than the original text. A small number of higher attaining pupils read with fluency and good expression from a range of texts.
83. At Key Stage 2, pupils’ attainment in reading is also satisfactory. In a small number of lessons pupils are not sufficiently involved in reading shared texts. This slows their progress. In group sessions, pupils try hard to read with expression to convey meaning of the text to others. They show good understanding of what they have read and are able to retell stories. They are using a range of strategies to tackle unfamiliar words in their reading. Pupils in Key Stage 2 are given individual targets for their English work. In a Year 5 class, challenging reading targets were set for higher attaining pupils, for example “use inference and deduction to work out what characters think”. This is a good support to pupils’ learning. By the end of the key stage, pupils’ attainment in reading is satisfactory. The majority of pupils are fluent, confident readers who read with understanding. They enjoy books and are able to use reference books confidently to find information. Pupils are able to summarise what they have read and make sensible predictions about the sequence of events that are likely to follow in the stories they read. They are beginning to discuss their personal responses to plot and characters in their reading. Although pupils enjoy reading, their choice of books is limited to a small range of popular children’s fiction such as books by Roald Dahl, Enid Blyton and R.L Stine. Whilst these books are enjoyable and appropriate for the age group, pupils are not being helped to extend their knowledge of the literature available and broaden their choices. This means that higher attaining pupils are not being appropriately challenged in their reading skills.
84. In Key Stage 1, pupils attain satisfactory standards in writing. Teachers have set writing targets for different groups of pupils and remind them of these in lessons. Pupils try hard with their handwriting. In Year 1, pupils are beginning to form their letters well. When they write independently, the majority can spell simple words correctly and make logical attempts at longer words. They are developing a good knowledge of sounds and use these in their written work well.

85. In Year 2, the majority of pupils are using joined script and their spelling is increasingly accurate. They are showing an understanding of punctuation, with higher attaining pupils using speech marks and exclamation marks correctly.
86. Pupils in Key Stage 2 continue to develop their writing satisfactorily. Pupils are developing their understanding of grammatical terms and are beginning to apply them correctly in their writing, though the younger pupils become confused when teachers' explanations of grammatical rules are unclear. Older pupils are developing very good strategies for remembering spellings such as the use on mnemonics. They enjoy inventing their own mnemonics for irregularly spelled words. Pupils are confident in using dictionaries to look up spellings and meanings of words. In studying poetry, pupils show an awareness of different rhyme schemes and rhythmic patterns and can explain how these are used to contribute to the mood and meaning of poems. They are able to identify alliteration in poetry and then use it in their own writing. Pupils in Years 5 and 6 are using the drafting process competently to evaluate and improve their work. The majority of pupils use a well formed joined script in their writing and take care over their presentation. Pupils write for a range of purposes and show a developing sense of audience. They enjoy writing poems and some pupils have had their poems published in an anthology of work by pupils in Middlesex schools.
87. In the analysis of pupils' work, their descriptive writing did not show the vividness or imagination, which would enable pupils to attain the higher levels in writing. Pupils used a modest range of adjectives and general vocabulary. In lessons, pupils used a richer range of descriptive language in their oral work, which has not yet been developed in their writing.
88. Teaching in Key Stage 1 is satisfactory. In three out of four lessons teaching is satisfactory or better. In one out of four lessons it is unsatisfactory. Most teachers have a secure understanding of the structure of the literacy hour and implement it well. In planning their lessons, however, teachers do not detail the strategies they will use to support pupils who have English as an additional language. In some cases, pupils are included in groups with those that have special educational needs. Whilst some of these pupils have special educational needs others do not and their specific learning needs in English are not being met satisfactorily.
89. Teachers use writing targets effectively. They use them to remind groups of pupils to focus on specific aspects of their work. In most lessons teachers explain work clearly so that pupils understand what they should do.
90. In the one lesson where teaching is unsatisfactory, the teacher does not have a secure understanding of the structure of the literacy hour. Whilst the whole group sessions were managed satisfactorily, the activities provided for independent work were unchallenging and did not promote pupils' learning.
91. There are good examples of teachers working very effectively with teaching assistants. This provides good examples of co-operation for the pupils. Teachers are using specific language in lessons so that pupils are becoming aware of correct grammatical terms and are beginning to use them correctly. In the majority of lessons observed, teachers make good use of time and resources. They involve teaching assistants well in the lessons. In group sessions, teaching assistants make observations of individual pupils' responses and record these. Teachers do make assessments of pupils' progress but as yet these are not used systematically to inform further planning.
92. In Key Stage 2 teaching is satisfactory. In seven out of eight lessons teaching is satisfactory or better. In one lesson it is very good. In one lesson out of eight it is unsatisfactory. Where teaching is unsatisfactory the teacher has insecure subject knowledge and is not sufficiently rigorous about the use of grammatical terms, for example accepting from pupils a noun instead of an adjective when discussing the rules for using comparative adjectives. In the unsatisfactory lesson, planning was very brief and lacked clearly focussed objectives for pupils' learning. The work for different groups was not challenging enough and did not develop pupils' understanding.
93. Most teachers have a secure understanding of the structure of the literacy hour and implement it well. Their lessons are well planned and organised, though in most cases planning lacks specific objectives for those pupils for whom English is an additional language.

94. Explanations are generally clear but in some lessons the focus is too wide, which results in pupils becoming confused. In many lessons teachers are enthusiastic and present the work in a lively way, which enthuses pupils and motivates them to do well. Teachers have high expectations of pupils and are competent in teaching basic literacy skills. They conduct lessons at a good pace and make effective use of resources. In a Year 5 lesson, the teacher made very effective use of pupils' previous work to make teaching points and help pupils improve their own writing. The best lessons are effective in communicating to pupils their own enthusiasm for language and this motivates and encourages pupils.
95. Whilst teaching in most lessons is satisfactory or better, there are occasions when higher attaining pupils are not given sufficiently challenging work. In most lessons the needs of pupils with English as an additional language are not sufficiently addressed.
96. The school has been successful in implementing the national literacy strategy. The majority of staff have benefited from the training provided and are secure in their understanding. The range of learning opportunities in English is satisfactory for most pupils but as yet the school does not have a successful strategy for meeting the needs of pupils for whom English is an additional language. Teaching assistants are well deployed and make an effective contribution to pupils' learning. Where they can, they support pupils who have English as an additional language but they are not trained specifically for this role. The school has sufficient resources for teaching English and uses them effectively.
97. At the time of the last inspection, attainment in English was judged to be average in both key stages. Pupils with special educational needs were attaining standards consistent with targets set for them and the majority of pupils for who English was an additional language attained standards expected for pupils of their age. The inspection findings also indicated that higher attaining pupils were not given appropriately challenging work and this limited their overall progress.
98. The findings of the present inspection are that standards at both key stages are average. Whilst there has been a slight decline in standards achieved at Key Stage 1 there has been sustained improvements in standards at Key Stage 2. Pupils with special educational needs make good progress but some pupils who are learning English as an additional language do not achieve in line with their abilities. There were also some instances where higher attaining pupils were not sufficiently challenged.

## **MATHEMATICS**

99. The results of the Key Stage 1 national tests for 1999 shows that the proportion of pupils reaching the expected level for their age was below average. The results were also below average when compared with similar schools. There is evidence of a slight decline in standards at Key Stage 1 between 1996 and 1999. Overall, the performance of boys and girls at the end of Key Stage 1 is close to, but below the national average: girls are slightly above average and boys are slightly below average.
100. Results from the 1999 national tests in mathematics at the end of Key Stage 2 show that the proportion of pupils reaching the expected level for their age was above average. However, the proportion of pupils attaining at the higher levels expected at this age, was below the national average. The school's results are also average when they are compared to those achieved by similar schools. Over the last three years, the schools' results in the mathematics show sustained improvement that is similar to the national trend. The performance of boys and girls over the last few years has been close to the national average and there is little difference between them.
101. The findings of the inspection differ with the outcomes of the national tests at Key Stage 1. Evidence drawn from lesson observations and an analysis of pupils' work shows that pupils are now on course to attain average standards by the end of Key Stage 1. The main reason for this difference is that the school is successfully implementing the National Numeracy Strategy and this is enabling the school to halt the downward trend in standards in mathematics. Standards in numeracy at Key Stage 1 are average. By the age of seven, the pupils use symbols and diagrams, ask and respond to simple mathematical questions, recall simple single digit addition and subtraction facts to ten and recognise sequences of odd and even numbers. They recognise two-dimensional and three-dimensional shapes and use some positional language accurately. The majority of pupils use 'ten' when mentally adding, for example,  $35 + 9$ , and show a secure knowledge of the concept. They also double when



calculating. In their mental maths pupils are able to add and take away digits from 1 – 10 and from 20 – 30. They also mentally add in 3s. Pupils are steadily building up their mathematical vocabulary. Pupils solve problems using measures and know by heart the days of the week and the months of the year. In Year 2, the higher attaining pupils were beginning to show confidence when working with 3 digit numbers.

102. The findings of this inspection reflect the outcomes of the national tests at Key Stage 2. By the age of eleven, a higher than average proportion of pupils attain standards that reflect the national expectation. There is also evidence of increasing number of pupils attaining at above average levels. Progress is always satisfactory and learning is often good. The needs of higher attaining pupils is being successfully addressed through the schools' arrangements for grouping pupils for mathematics and the use of target setting procedures. Standards in numeracy at Key Stage 2 are average. By the age of eleven, the pupils present and explain their results in a clear and organised way and find patterns in their work, for example, when converting fractions to decimals. They understand place value and have sound approximation strategies to help them check that their results are reasonable. Pupils have a broad understanding of relationships in number and use their quick mental recall of tables and number facts well. Pupils' mental ability to calculate the sum of two digit numbers plus a single digit number is secure in most cases. Pupils confidently work out areas and perimeters. They investigate and solve problems from an early age although they are not always able to relate the problem to real life. They use their mathematical knowledge well in other subjects, such as science and geography, where graphs and co-ordinates play a significant part in recording information. Pupils work logically and methodically. Lower attaining pupils experience more difficulty with their understanding of fractions and multiplication tables. The pupils collect and record data and construct and interpret simple line and block graphs. At present there is little use made of information and communications technology to support the pupils' learning in mathematics.
103. At Key Stage 1 teaching is satisfactory but at Key Stage 2 it is good. The quality of teaching in both key stages ranges from satisfactory to very good. During the inspection no unsatisfactory teaching was observed. The quality of mathematics' teaching overall has improved since the last inspection. In all the classes, the teacher's management and control of the pupils is good and this enables pupils to know what is expected of them and to get on with their work in a calm atmosphere. In all lessons seen, teachers used the plenary session effectively by reviewing the work covered in the lesson and giving pupils the opportunity to assess what they had learned. Teachers also are able to ascertain what pupils know and understand through the use of good questioning techniques in the plenary session. This helps teachers to identify any areas of weakness that should be followed up in subsequent lessons. Most teachers have good subject knowledge and plan their lessons using the national numeracy guidelines. They also make use of a commercial scheme to extend and supplement the topics being studied. In all lessons, teachers promote the use of mathematical vocabulary and this helps pupils to use it correctly.
104. In most lessons, at both key stages, the objectives of the lesson were plainly stated and constantly referred to throughout the lesson. Explanations were given clearly and discussions with pupils aided their understanding of the subject matter. Sometimes these discussions were with the whole class but often they were with small groups or individuals. In good lessons, teachers have high expectations of what pupils achieve, then encourage pupils to discuss their work, challenge the pupils and present their lessons in a lively and interesting way. For example, one teacher used a set of golf clubs to liken the decisions a golfer makes to use a particular club to the decisions pupils have to make in choosing between different multiplication strategies. In most lessons, teachers challenge pupils' mathematical thinking and provide them with purposeful activities and positive supportive encouragement. Pupils with special educational needs undertake work, which is suited to their abilities. Suitably challenging work is also given to higher attaining pupils. Liaison with classroom assistants, where used is good. Pupils' work is marked regularly and indicates whether answers are right or wrong and for older pupils written targets are set to help pupils consolidate and improve. Through their planning and day to day assessment of pupils, teachers evaluate the lessons and adjust the next lesson, if relevant, according to the outcomes. The school measures pupils' attainment over time in Years 2, 3, 4, 5, and 6 through the use of various written and oral tests. Record keeping is satisfactory. Teachers set homework on a regular basis that re-enforces the week's objectives. By giving pupils a week to complete the tasks, they are introducing them to the discipline of planning their own time.

105. The pupils respond well to the teaching of the subject at both key stages. At Key Stage 1 the pupils show an enthusiasm for their work. They particularly enjoy the 'bananas' (a piece of equipment that supports mental calculations) in their mental mathematics sessions. Pupils discuss findings with one another, support each other to do well and share resources appropriately as was seen in the lesson where pupils were engaged in using scales whilst weighing and comparing different objects. The quality of their behaviour in lessons is good. Pupils show a keen interest in mathematics sessions and show good concentration on the tasks. Pupils at Key Stage 2 are able to sustain concentration and work well for sustained periods of time. However, in those rare instances when pupils are required to work independently on undemanding tasks the pace of working slows and they lack concentration and application. Pupils enjoy talking about their work, and are keen to show visitors what they have achieved. Older pupils are mature in their approach and work well without direct supervision. Listening skills are well developed at both key stages and pupils follow instructions well.
106. The school appointed a new co-ordinator for mathematics in September 1999. The subject is well managed by the co-ordinator and she has already identified areas for action. Since September, a programme for INSET to support the implementation of the National Numeracy Strategy has been set up and led effectively by the co-ordinator. The mathematics policy is clear, and the school follows the National Numeracy Strategy scheme of work. The National Numeracy Strategy has already begun to have a positive impact upon pupils' learning, particularly in developing their skills in their mental maths. The strategy is also providing a clear structure and guidelines for teachers in the school. Resources are sufficient in quality and quantity and include a range of commercially produced books and practical equipment. The 'bananas' are a particular effective piece of equipment for the pupils in Key Stage 1. Numeracy skills are developed in other subject areas such as science, geography and design technology. The national strategy is providing equality of access to all pupils. The subject makes a good contribution to the pupils' social development, for example, when they co-operate during small group work. It also contributes to the development of pupils' listening skills during large group sessions. The use of information and communications technology to support learning is not yet developed. The school's provision for mathematics meets the requirements of the National Curriculum.

## SCIENCE

107. The results of the Key Stage 1 statutory assessments 1999 shows that the proportion of pupils reaching the expected level for their age was well below average. In particular, pupils' attainment in "life and living processes" and "physical processes" is well below the national average. The results of the tests at the end of Key Stage 2 show that the numbers of pupils reaching the expected levels for their age is above average. The proportion of pupils attaining at the higher levels is close to the national average.
108. During the inspection attainment at Key Stage 1 was judged to be attainment is below the national expectation. This differs with the outcomes of the statutory assessments where attainment was judged to be well below average. In previous years, the scheme of work used by the school was insufficiently balanced to ensure that pupils made satisfactory progress over time in the subject. A new scheme of work has been introduced and this is starting to raise pupils' attainment in this subject although standards overall, are still below average. By the age of seven, pupils know the difference between pushing and pulling objects and are beginning to record the results of these experiments. They were also able to experiment with wires, batteries and bulbs to create effective circuits. Pupils used simple equipment and describe their observations. They also show that they understood the basic rules of scientific safety. However, in other areas of science such as life and living processes and materials and their properties, there is less evidence to make judgements about standards in this subject.
109. During the inspection, the proportion of pupils attaining the average levels for their age was above average at Key Stage 2. This reflects the outcomes of the national tests in 1999. By the age of eleven, pupils attain standards that meet the national expectation. This judgement reflects the outcomes of the national tests in 1999. By the end of Key Stage 2, pupils make good progress and can explain how light travels in straight lines and the effect of blocking light to form shadows. They can record their results on a ray diagram. Pupils have good investigative skills that are carefully built up during Key Stage 2. Pupils know how day and night occur and how the movement of the earth in relation to the sun affects the seasons. They understand the properties of gases and can explain how evaporation and condensation occur.

110. At both key stages pupils with special educational needs make good progress. Those pupils who are learning English as an additional language make satisfactory progress.
111. Attitudes in lessons are good. Pupils are well behaved, are involved in their work and have very good relationships with their teachers and within their working groups. They work purposefully and move safely around classrooms during practical sessions even where space is very limited.
112. Since the last inspection attainment at Key Stage 1 has dropped and at Key Stage 2 levels of attainment and the quality of teaching have improved significantly. A new scheme of work is now in place. This provides a good balance of coverage in all areas of science although, as yet, the school has not assessed whether sufficient time is available to teach this scheme of work.
113. Only two lessons were seen at Key Stage 1. In one lesson teaching was good and in the other it was unsatisfactory. At Key Stage 2 teaching is good. Good teaching is characterised by brisk starts to lessons where pupils are clear about what they have to do and how to do it. The recently introduced practice of setting targets both for groups and individual pupils in Key Stage 2 has improved the progress that pupils make. Teachers encourage pupils to work independently to solve problems, to record their results accurately in a variety of different ways and to critically question their results. Standards of presentation of written work are high. Pupils are creative and systematic in their practical work. Teachers ask searching questions that extend pupils' knowledge, skills and understanding. Teachers set tasks for pupils that are closely matched to their abilities. Where teaching is unsatisfactory, class routines are not well established, pupils chatter and so are unclear about the work they have to do. Some lessons are not timed correctly and overrun or finish early.
114. The curriculum in science is broadly satisfactory. The school has identified the weaknesses in provision at Key Stage 1. The new scheme of work being implemented is appropriate and should ensure balance in the curriculum at Key Stage 1 provided sufficient time is identified to teach it. The new scheme of work is also providing a framework for ensuring that standards of planning are consistent throughout the school. Roles and responsibilities for curriculum co-ordination have not been fully developed and the monitoring of the quality of teaching is not wholly effective in Key Stage 1.

## **ART**

115. By the end of Key Stage 1 and Key Stage 2, pupils' achievements are similar to those achieved by pupils of a similar age. This judgement is based on a range of evidence including: the skills pupils demonstrated in their lessons, discussions with pupils, evidence of progress over time that came from the analysis of pupils' work and extensive displays of work around the school. However, progress is variable at both key stages both in terms of progress made in particular year groups and progress made using different media. At both key stages pupils make at least satisfactory progress with their work in two dimensions there is less evidence that similar progress is being made with three-dimensional work. Whilst pupils have many opportunities to learn about western artists there are few instances where pupils learnt about craftspeople of other cultures.
116. The analysis of pupils' work showed that by the end of both key stages, pupils attain high standards in first hand observational drawing and average standards in painting. During Key Stage 1, pupils experience a range of different approaches and techniques. They record experiences from observation and from imagination, by cutting and sticking and by using pencil, pastels and paint. Pupils' skills in observational drawing skills are very well developed and Year 2 pupils mix and use colour well in their paintings. By the age of seven, pupils recorded their ideas confidently and imaginatively in paint, pastel and pencil. They were aware of some techniques to mix and blend colours.
117. In Key Stage 2, pupils blend pastels well, and their observational drawings become very detailed. Their work with pastel and paint shows an understanding of how to mix and blend in order to vary colour and texture. Their work in pencil and pastels shows an awareness of line and tone. In Year 3 and Year 6, pupils paint effectively using 'cold and warm colours. Pupils learn about the work of well known artists. The pupils understand some of the techniques these artists used and discussed how they were using some of these techniques in their work.

118. At the time of the last inspection standards in art were judged to meet the national expectation. Teaching was considered to be satisfactory and often good. During this inspection, significant weaknesses in teaching were observed.
119. Four lessons were observed during the inspection; two at Key Stage 1 and two at Key Stage 2. Unsatisfactory teaching was observed in Year 1 and Year 6. In one lesson in Year 3, teaching was good. However, in half the lessons seen, teachers who do not usually teach this subject taught the lesson. One of the main difficulties in the teaching was associated with lessons not being planned adequately. This led to a lack of clarity about what pupils were to learn and weak organisation at the start of the lesson. This meant that pupils were unclear about what they should be doing and were often slow to settle to their work. However, once pupils settled to their work they demonstrated a good range of skills, for example in blending colours and shading when using pastels. The pace of work was generally slow and in Year 1, there was a tendency to over-direct the pupils rather than giving them opportunities to express their own ideas. In Year 3, where teaching was good, techniques were demonstrated well and pupils were encouraged to use vocabulary associated with colour and tone. Good support was also given to a pupil who was learning English as an additional language.
120. Pupils' attitudes to art are satisfactory. They behave well in their lessons although they are slow to settle to work when the start of the lesson has been disorganised. Once they settle to work they apply themselves well to their work.
121. The subject co-ordinator ensures that a good range of materials is available to support the teaching of art. Resources are well organised and accessible. There is a scheme of work that covers the National Curriculum programmes of study. Whilst the co-ordinator checks teachers' medium term plans to ensure appropriate coverage of work, the outcomes of pupils' work are not always evaluated. Whilst there is a portfolio of work that demonstrates clear progress in observational drawing and painting there is little evidence to show that all pupils make progress in three-dimensional work. Currently, teacher's short-term planning is not ensuring well-organised lessons.
122. The school has a craft club which is held after school on one evening a week. The school also takes part in the artist in residence scheme that is organised by the local education authority. Both these activities contribute effectively to the provision of art in the school.

## **DESIGN AND TECHNOLOGY**

123. At both key stages pupils' standards meet the expectation of pupils of a similar age in design and technology. Judgements are based on the observation of two lessons, an analysis of pupils' work, evidence from displays around the school, photographic evidence and discussions with the co-ordinator. From this range of evidence it is possible to see that by the end of Key Stage 1 and Key Stage 2 pupils make satisfactory progress in this subject.
124. By the age of seven, pupils do good designs of the puppets they are going to make. They can also talk about how they will make them and through discussion they consider what might be the best method to use. Pupils use a range of simple tools effectively and use them to construct cars with axles.
125. By the end of Key Stage 2, pupils draw up detailed designs that outline the main stages in the making process and evaluate their work. A display of work in Year 3 shows how pupils design and make sandwiches using grating and spreading skills. In order to make improvements, they taste-test them before adjusting the ingredients. In Year 4, pupils design and make pictures that move. Pupils in Year 5 considered information from a survey that gave information about views and preferences concerning shape, texture and finishes. They learnt to judge and evaluate different characteristics of biscuits in preparation for designing and making their own. Year 6 pupils design and make shelters. Their work shows that they are able to think through problems related to ensuring the shelter is waterproof and could transfer these ideas into reality. Pupils demonstrate an ability to use a variety of tools such as saws and clamps.
126. There has been significant improvement in standards since the last inspection especially at Key Stage 2. The range and quality of resources has improved and the introduction of construction kits at Key Stage 2 is developing the pupils' knowledge of how simple mechanisms can be used to produce different types of movements. An effective scheme of work is now in place.

127. In one lesson at Key Stage 1 teaching was good and in another lesson at Key Stage 2 teaching was satisfactory. Good teaching is characterised by thorough planning, using a good range of resources for the subject and deploying support staff effectively to help pupils with special educational needs and those learning English as an additional language. Good questioning in lessons extends pupils' investigative skills. Good subject knowledge is used to challenge pupils' thinking and to explain complex ideas in a way that is accessible to all pupils. Where teaching is less effective, the pace of lessons slows and more able pupils are not given the chance to draft their own questions to evaluate their products.
128. Attitudes to learning were good in the two lessons observed. Pupils listen carefully to the teacher and are able to work constructively in groups to solve problems posed and complete tasks. Pupils are helpful to each other and take out and replace equipment co-operatively.
129. Curriculum co-ordination is effective. The school is planning to develop more rigorous strategies for evaluating both pupils' performance and personal response to their work. Currently, the co-ordinator monitors teachers' planning and the outcomes of pupils' work. However, there are few opportunities to support staff who lack confidence in teaching the subject by working along side them or to monitor teaching and learning more directly in the classroom.

## **GEOGRAPHY**

130. Standards in geography at the end of Key Stage 1 meet the expectations of pupils of a similar age.
131. There were no lesson observations at Key Stage 1 but an analysis of pupils' work shows that they compare and contrast different locations – such as home and school, shops and parks. They learn mapping skills and are able to find their homes on maps of the locality. In conversation they know that human influence changes the environment – for example roads and housing estates. Very little time is allocated to the subject, so progress over time is only satisfactory. At Key Stage 2, the quality of learning is good and they make good progress. The pupils' have very positive attitudes to their work and this supports their learning well. Very good relationships between pupils and their teachers were also observed. Pupils with special educational needs are well supported and make good progress. Pupils with English as an additional language make satisfactory progress.
132. Pupils make perceptive and well-informed judgements when studying comparative life styles and homes – for example – in Enfield and St Lucia in the Caribbean. They carefully examine and accurately describe the construction of houses, noting the similarities and differences. They come to well-reasoned conclusions. Pupils show good research skills when using books, photographs and CD-ROMs. They clearly identify land use in town planning and show a good understanding of co-ordinates and use them correctly.
133. The quality of teaching at Key Stage 2 is good. Teachers are knowledgeable about the subject and show, for example, a very clear understanding of the relationship of humans to their environment. The enthusiasm found in the teaching is effectively transmitted to the pupils who respond with commitment to all the activities they are given. The marking of work and homework is good. It broadens the ideas put forward by pupils by insightful annotations giving pupils confidence to progress. There has been considerable improvement both in pupils' attainment at Key Stage 2 and provision of geography since the school's previous inspection.
134. Co-ordination of the subject is good. Planning is monitored across the key stages and assessments are satisfactorily used regularly to monitor progress and inform planning. Long-term planning is due to be reviewed this summer. The management of resources is good and kept constantly under review.

## **HISTORY**

135. Pupils' attainment in history meets the expectations of pupils of a similar age at the end of Key Stage 1 and Key Stage 2. Judgements are based on the observation of one lesson at Key Stage 1, and three lessons at Key Stage 2, an analysis of pupils' work, discussion with pupils and the co-ordinator.

136. At the end of each key stage, pupils' learning and achievements are satisfactory. Key Stage 1 pupils understand the difference between story and history and are beginning to have a grasp of chronology through the use of simple time lines using their families as a starting point. In a Year 2 class, pupils got much enjoyment in handling Victorian artefacts whilst attempting to identify what they were used for. This was followed by a comparison between similar articles in modern use.
137. By the end of Key Stage 2, pupils make more detailed comparisons with life in another age. Through their study of Enfield, their knowledge of their own area is increased and they begin to understand how and why Enfield has developed over the years from the Romans onwards. In Year 4, pupils have looked at life in Tudor times whilst in the autumn term year five pupils looked at Victorian Britain and began to draw comparisons between living then and now.
138. Pupils in Year 3 were introduced to using evidence from contemporary portraits as part of a historical investigation. Several pupils showed considerable imagination when interpreting the pictures and often used evidence to make made an accurate judgement. For example, when looking at a portrait of Queen Victoria and her family a group of pupils suggested that it looked as if it was a queen with her children. Many of the older pupils learn increasingly to distinguish opinion from fact and to empathise with people as they did with the Victorian children.
139. In the lessons seen, pupils behaved very well and showed considerable enthusiasm for the activities in which they were engaged. Most of this keenness came from the teachers' enthusiasm for the subject and from the positive use of the historical artefacts and resources. Teaching was good in three out of the four lessons; in one lesson it was satisfactory. Teachers display sound knowledge, whilst their expectations of what the pupils could achieve were both realistic and achievable. With good planning of lessons and presentation of suitable material, pupils are motivated, well managed and their interest is sustained. As a result their learning is always satisfactory and often it is good.
140. The co-ordinator is an enthusiast and the subject is well administered and meets statutory requirements. The emphasis the school is placing on literacy and numeracy means that the amount of time devoted to history is curtailed. In Key Stage 1 the time given is rather brief and in Year 4 and Year 5 history is not taught every term. Standards in history are similar to those observed at the time of the school's previous inspection.
141. Pupils' learning is further enhanced by visits made to suitable places of interest in order to complement the topic being studied. For example, the Enfield Town Trail when studying local history and the British Museum when the topic is the Egyptians. Homework is also used to good effect in history when, for example, Year 5 pupils compiled a project on famous Victorians and Year 2 pupils took home a set of questions to ask adults in the family on how they used to live. The subject also effectively explores cross-curriculum links with art, literacy and science.

## **INFORMATION TECHNOLOGY**

142. During the inspection the school was setting up a computer suite. This meant that the new computers were not accessible during the inspection. No observations of lessons took place. Judgements are based on an analysis of pupils' work and discussions with pupils in Year 2 and Year 6.
143. Standards and provision in this subject appear to be similar to those observed at the school's previous inspection.
144. The standards at Key Stage 1 are average. By the age of seven, pupils describe how to enter and store simple information. There is evidence on classroom displays that Year 2 pupils have word processed a poem written in a literacy lesson. They have also produced descriptive labelling for a topic on the history of shoes. Pupils understand and can discuss how different controls can be used to vary operations on machines such as televisions and tape recorders.

145. At Key Stage 2, pupils' attain standards that are broadly average standards in the communicating and handling information aspects of this subject. It is not possible to make a judgement about the pupils' attainment in controlling and modelling as there was insufficient evidence. Specific skills such as using different fonts, spreadsheets, printing and saving work are taught well throughout Key Stage 2. Year 4 pupils' word processing skills enable them to enter text and to drag, cut and copy from one document to another. Year 6 pupils describe how to open folders and re-organise data. In making decisions about a history poster, they talked about how they had changed their posters in order to make them 'suitable' for younger pupils to read. This led them to making a series of decisions about the text, size of font and the illustrations. Pupils make good comparisons with other forms of communication, considering some to have their own particular qualities, such as the telephone where direct conversation is thought to be a more personal way of communicating with others. They also felt a hand-written letter is likely to give more pleasure than a typed one because it is usually written with one particular person in mind whereas a word-processed letter is often written for more than one person.
146. At both key stages, pupils are enthusiastic about their work and discuss their ideas or work confidently.
147. Co-ordination is satisfactory. The co-ordinator monitors teachers' long term planning. Pupils' work is also monitored at regular intervals. The class teachers assess pupils' work regularly and use the information to inform their short-term planning. However, these processes do not ensure that there is clear evidence of coverage of the control and monitoring aspects of this subject. Long-term planning will be reviewed in the summer in order to reflect changes to the National Curriculum.

## MUSIC

148. Pupils in Key Stage 1 are making satisfactory progress in music and attain the standards expected of pupils of their age. Pupils enjoy singing in lessons and in assemblies. They sing with a pleasant tone and are developing a sense of pitch. In their lessons pupils enjoy activities, which help them to recognise, a steady beat. They can maintain a steady beat whilst playing instruments to accompany songs. The older pupils in Key Stage 1 are developing a good sense of rhythm and can identify the number of beats in a bar by listening to the strong first beat when listening to music. Pupils recognise that singing a song in different tempi can change the mood of the music. Pupils listen well to pieces of music that are played for them and talk confidently about their responses to the music.
149. In Key Stage 2, pupils make less progress in music and do not attain the standards expected of pupils of their age. This is because the curriculum time allocated to music is limited and does not give pupils sufficient time to practise and develop their skills in all aspects of this subject. In assemblies, pupils sing reasonably well in unison but find it difficult to sing a round in two parts. Although pupils sing with a pleasant tone a number of them have difficulty singing in tune.
150. Younger pupils are developing the ability to recognise musical intervals and are beginning to compose short patterns using a pentatonic scale. They can use hand signals correctly to show the musical intervals. In one lesson, pupils were confused over the distinction between rhythm and tempo, which meant that they did not make any progress. Pupils in Year 6 used their listening skills to good effect to identify long and short notes in music. They enjoyed using the Morse code alphabet to make their own rhythmic patterns.
151. At the time of the last inspection, standards in music were judged to be satisfactory. In the past two years the school has concentrated on the introduction of the national strategies for literacy and numeracy. This means that less time is available for other curriculum areas and music is now taught in less depth. Because of this pupils' musical skills are less well developed at Key Stage 2.

152. Overall, teaching in music is satisfactory. At each key stage, three lessons were observed and teaching was good in a third of lessons. However, it was also unsatisfactory in a third of lessons. The school uses a published scheme for music. This ensures coverage of the National Curriculum programmes of study and is supplemented with other materials. Some teachers, however, are not fully secure in their subject knowledge and lack the confidence to adapt the scheme to meet the needs of their pupils. Prior to the inspection, the school carried out an internal review of the subject that identified the need for in-service training to be provided for new members of staff. The time allocated to music is insufficient to allow pupils at Key Stage 2 to develop their musical skills knowledge and understanding in a progressive manner.
153. The school offers instrumental tuition in cello, guitar and keyboards. Peripatetic teachers take these sessions. There is a school choir which has performed carols in the local shopping precinct before Christmas to raise funds for Marie Curie Cancer Care.
154. The school has a satisfactory range of resources to support music teaching, though the range of instruments from other cultures is too small.

## **PHYSICAL EDUCATION**

155. Only one dance lesson was observed at Key Stage 1 so it is not possible to determine the pupils' overall standards. By the age of seven, pupils respond appropriately to music and use a good variety of levels to begin their dance sequences. Pupils are able to express emotions such as anger through their movements and expressions in dance lessons.
156. At Key Stage 2 pupils attain standards that meet the expectations of pupils of a similar age. By the age of eleven, pupils understand the importance of warm up activities. The majority of pupils are aware of the need to use space sensibly and to be careful in their lessons. In swimming, standards are good. The majority of pupils can swim 25 meters and many swim further. Able pupils swim lengths to build stamina and know about a variety of life-saving techniques. In dance, pupils show an appreciation of each other's effort and make constructive comments when evaluating each other's performance. In games lessons, they show that they are aware of the rules of the games they are playing. Year 5 pupils are building on their ball skills learning to pass backwards in rugby. In Year 6, pupils work well in groups to refine their techniques of batting and fielding.
157. Standards set in the last inspection have been maintained.
158. In the one lesson seen at Key Stage 1 teaching was unsatisfactory. The pace of the lesson was slow and pupils did not learn anything new. Pupils were given too few opportunities to expand and develop creative dance routines and improve the quality of their work. Teaching at Key Stage 2 is satisfactory and swimming instruction is very good. In games lessons, teachers develop lessons effectively from skill building to group games. Pupils are appropriately challenged and are encouraged to comment critically on each other's performance. Teachers' well-structured lessons ensure that pupils have appropriate expectations of their performance. Good question and answer sessions in many lessons deepen pupils' understanding and develop their speaking and listening skills as well.
159. Pupils' attitudes to learning are good. They listen well to teachers, are respectful of other pupils' efforts and celebrate each other's achievements. Most pupils work well together in pairs or small groups in both indoor and outdoor activities. Attitudes are less positive where younger pupils do not clearly understand routines for working in dance lessons.
160. The co-ordinator monitors teachers' planning effectively, which ensures coverage of the National Curriculum. Resources for learning are satisfactory. Effective use is also made of visiting games coaches from various sports initiatives and this has a positive impact on standards in games. The school has good provision of extra curricular activities including two dance clubs, football, netball, rounders and athletics. As yet, the school has not developed assessment procedures, which will enable them to monitor pupils' performance and assist teachers in planning their lessons more effectively.



## RELIGIOUS EDUCATION

161. At the end of Key Stage 1 and Key Stage 2 pupils reach the standards required by the locally agreed syllabus of work for religious education. The school uses the model scheme as a basis for planning the curriculum and has supplemented it well with festival and thematic studies.
162. By the end of Key Stage 1 pupils have a general knowledge of the festivals of Christmas, Easter, Divali, Hanukkah, Id-ul-Fitr and the Chinese New Year. They also compare harvest festivals around the world. They know that Christians go to church, while Muslims go to mosque and Jews go to the synagogue. Pupils in Year 2 showed that they were beginning to understand the significance of the Five Pillars of Islam.
163. During Key Stage 2, pupils learn more about Christianity than other religions. They understand the importance of the Bible to Christians. They become familiar with stories from the Bible which are often reinforced in school assemblies, such as the assembly on the Good Samaritan. Through visiting the local church pupils in Year 4 develop a good understanding of the place of religious practices in the lives of believers. As a result of a talk from the local vicar, pupils are made aware of his responsibilities. Afterwards, pupils wrote some very interesting job descriptions for a vicar showing that they had appreciated the nature of his work. Pupils develop a sound knowledge of stories of creation and myths of religion in different cultures. In Year 5, along with aspects of Christianity, pupils are introduced to the Buddhist religion and some colourful work was seen illustrating the main events of Buddha's life. Pupils are becoming more confident in their understanding of the differences between, for example Christian, Islamic and Buddhist patterns of belief and practice.
164. The overall quality of teaching observed was satisfactory. In one Year 5 class, role-play was used very effectively by the teacher to enable pupils to see the kind of difficulties people have when they try to explain their beliefs. The enthusiastic approach in some lessons was clearly reflected in the pupils' responses. Pupils' attitudes to learning are good and they behave well in lessons. Most pupils are interested in all matters related to religion and moral beliefs and practices. They always show particular interest when teachers use some of the various good quality artefacts that the school possesses. Teachers, through the good use of questions, get pupils to discuss their own beliefs and compare them with those of other cultures. They get pupils to share ideas when the opportunity arises, to listen to one another and show an interest in and respect for, religious beliefs and practices other than their own. Teachers make good use of the resources, many of which have been chosen specifically to support the lower attainers as there are several large pictures and posters to illustrate the various topics and plenty of artefacts to enable pupils to benefit from a "hands on" experience. Practical examples are also used well, as was seen when a stir fry was produced in a wok when the class were looking at the Chinese New Year.
165. In many classes in Key Stage 2, the teaching of Religious Education is done by the deputy headteacher and the special educational needs co-ordinator who give class teachers time to carry out their management responsibilities. This means that the scheme of work is taught in a similar way in many classes. This helps to promote progression and continuity of ideas across many classes. Since taking on the role of co-ordinator in September 1999, the co-ordinator has re-written the scheme of work and completely re-organised resources. The good leadership of the subject has led to significant improvements in the planning of religious education since the previous inspection. All matters raised in the report on the previous inspection have been addressed appropriately.