

## INSPECTION REPORT

### **HAZELBURY INFANTS SCHOOL**

Edmonton, London

LEA area: 308 Enfield

Unique reference number: 101995

Headteacher: Ms. Lilian Sanders

Reporting inspector: Mrs. Geraldine Taujanskas  
25352

Dates of inspection: 22-25 May 2000

Inspection number: 192133

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
School address:	Haselbury Road Edmonton London
Postcode:	N9 9TT
Telephone number:	020 8807 5677
Fax number:	020 8803 7444
Appropriate authority:	Governing body
Name of chair of governors:	Mr. Jack Paraschou
Date of previous inspection:	10 February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Geraldine Taujanskas	Registered inspector	Information technology	What sort of school is it?
		Religious education	The school's results and pupils' achievements
			How well is the school led and managed?
			What should the school do to improve further?
Fran Luke	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school working partnership with parents?
Edmond Morris	Team inspector	Mathematics	How well are pupils taught?
		Music	
		Physical education	
Judith Howell	Team inspector	Under fives	
		Science	
		Geography	
		History	
Debra Okitikpi	Team inspector	English as an additional language	
		English	
		Art	
Maxine Slater	Team inspector	Special educational needs	How good are the curricular and other opportunities offered to pupils?
		Design and technology	

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

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

### **INFORMATION ABOUT THE SCHOOL**

Hazelbury Infant School is in Edmonton in the north London borough of Enfield. It provides for girls and boys aged three to seven years, in a five-form entry infant and nursery school, which is much larger than most. Pupils come mainly from the local community, which consists of rented housing. The school has a rich and varied ethnic population. About 11 per cent of pupils are from Afro-Caribbean heritage, and a further 16 per cent are black African. Significant numbers of pupils also attend from Indian, Pakistani, Bangladeshi and Chinese cultures. Less than a quarter of the pupils are of white British heritage, about 22 per cent. A further quarter has a range of white, mainly European backgrounds, such as Turkish and Greek. Twenty-seven home languages are spoken by pupils in the school. Nearly half the pupils of the pupils come from homes where English is not their first language. This is very high, with nearly 20 per cent of the pupils in the early stages of English language acquisition.

Currently 468 pupils attend the school full time, in 15 single-age classes, and a further mixed-age class for pupils with a range of behavioural and learning difficulties. A further 60 children, aged 3 and 4 years, attend the nursery part-time. This means that nearly two-thirds of the children who enter the Reception classes have not attended the nursery. Many of these children have had no pre-school education at all. The school has 158 pupils (33.7 per cent) on the special educational needs register, which is above average. This includes 18 pupils at Stages 3 and 4, and 3 pupils with a statement of special educational needs (below average for statements). One hundred and fifty nine pupils (31.1 per cent) are entitled to free school meals which is above average. However, the school does not provide school lunches for those children in the Reception year, due to limitations on space. This means it is difficult to accurately assess the numbers of children eligible for free school meals in the Reception year. The school is on a large campus, next door to the junior school, to which pupils transfer at the end of Key Stage 1. Pupils' attainment on entry to the Reception year is below average. Families move into and out of the area around the school regularly. There is high pupil mobility, generally about 17 per cent. Nearly 25 per cent of the last Year 2 pupils, for whom there were National Curriculum Test results in 1999, were not on the school's roll in the Reception year.

The inspection took place during a period when the National Curriculum Tests were being administered to Year 2. This disrupted timetables and restricted the opportunities for inspectors to observe some afternoon lessons in Year 2. Three teachers were absent for the week of the inspection. The headteacher is newly appointed and has only been in post for one term.

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

The school provides a satisfactory standard of education for its pupils. Teaching is satisfactory overall, but varies substantially. The new headteacher and senior management team have established common goals. They are enthusiastic and determined, and beginning to have a positive effect on the standards of teaching and learning in the school. The governing body is supportive but ineffective in carrying out its duties in managing the school. The school provides satisfactory value for money.

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

- The new headteacher provides strong leadership with a clear vision of the future of the school. This is shared by the senior management team, whose members are enthusiastic about their role in improving the school.
- Children in the early years make good progress, with particularly good achievements in personal and social skills and in creative development. This is the result of good teaching.
- Teaching in Year 1 is good. The well-planned curriculum in both the early years and Key Stage 1 helps teachers to plan and teach well.
- The provision for children with special educational needs and those learning English as an additional language is good, enabling them to make good progress with their learning.
- Relationships between adults and pupils are good.
- There are excellent procedures for the induction of staff, with specific and very well organised programmes of support and training in place.

### **What could be improved**

- Standards in English, mathematics, science and information technology, which are below average.
- Teaching in Year 2, where too much teaching is unsatisfactory, particularly in English.
- The use of assessment information to raise standards.
- Monitoring of teaching and learning, in order that teachers know their strengths and weaknesses and how to improve.
- The effectiveness of the governing body in managing the school.
- Attendance and punctuality, which are unsatisfactory. Pupils miss lessons and the start of lessons too frequently.

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

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

The school was last inspected in 1997, and found to have good standards in English, art and physical education. Standards in all other subjects were found to be satisfactory with the exception of religious education where standards were judged to be below average. Attainment overall was found to be average or above average at the end of Key Stage 1. National Curriculum Tests at seven years old, included in the last inspection report, showed that standards were below average in English, mathematics and science in the year prior to the inspection.

However, 20 per cent of teaching was found to be unsatisfactory in the last inspection. The inspection was critical of this, and a number of other aspects of the school's work which were identified as needing improvement.

Very good improvements have been made in the quality of education in the nursery, which is now providing an effective, well-taught early years curriculum. The nurture group is also much improved. An appropriate curriculum for religious education is now taught in all year groups, but the provision of collective worship does not yet meet statutory requirements. The school has not tackled the weaknesses in teaching throughout the school effectively. There are particular weaknesses in the quality of teaching in some classes in Year 2, as observed during the inspection and in the variable quality of pupils' work produced over time. Standards overall have fallen since the last inspection. This inspection found standards in English, mathematics, science and information technology to be below average, although pupils make satisfactory progress overall.



## STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
reading	D	D	E	D	well above A average above B average below average C well below D average E
writing	C	D	E	D	
mathematics	E	D	E	D	

Taking results in National Curriculum Tests in 1999 together, standards are well below average in English, mathematics and science. Standards are lower than at the time of the last inspection, having fallen over the last three years, with a sharp decline in the last year. Compared to other similar schools, these standards are low.

Standards in the current cohort, while still below average, are improving. Standards in English, mathematics, science and information technology at the end of Key Stage 1 are below average. While pupils receive useful dedicated teaching time for information technology, the lack of good working resources and the lack of confidence of some teachers remain barriers to higher achievement. Standards in other subjects are satisfactory. This includes standards in religious education, which were criticised at the last inspection, and have improved.

Children in the Reception and nursery classes achieve well. They make significant gains in their learning from a low baseline on entry to the school. The early years curriculum and the good quality teaching contribute significantly to these standards. Teachers deal with a very broad range of achievements, as many children begin school in the Reception classes without having nursery experience. Significant numbers of children are in the early stages of learning English. In Year 1 pupils continue to make suitable progress. However, in Year 2 there are unsatisfactory variations in the progress pupils make. Pupils' achievements are satisfactory overall, considering their low starting point, but the high incidence of unsatisfactory teaching in some Year 2 classes slows down the progress which some pupils make at the end of the key stage.

The higher attaining pupils are not challenged sufficiently, a point also made by parents, although the pupils with special educational needs and those learning English as an additional language are generally supported well and their achievements are good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils generally show interest in what they are doing but they do not always listen well and noise levels are too high.
Behaviour, in and out of classrooms	Most pupils behave well in lessons although there is some poor behaviour on the playground.
Personal development and relationships	Adults and pupils have good relationships. Pupils show respect for one another, and their environment.
Attendance	Unsatisfactory. Attendance is well below the national average and significant numbers of pupils come late to school. This means pupils miss valuable opportunities to learn.

## TEACHING AND LEARNING

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

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

The quality of teaching throughout the school is satisfactory or better in 94 per cent of lessons with 60 per cent being good or very good and six per cent being unsatisfactory or poor. This is an improvement since the last inspection when, although a third of teaching was good or better, 20 per cent was judged to be less than satisfactory. Teaching is good in the nursery with all teaching being at least good and in Reception classes where in six out of ten lessons the teaching is good or better. In Year 1 the teaching is good or very good in over 80 per cent of lessons with no unsatisfactory teaching being observed during the inspection. The teaching in Year 2 is more variable with 25 per cent being good or better but with 21 per cent less than satisfactory. This significant amount of unsatisfactory teaching has a negative impact on how well pupils learn in their final year in the school. The quality of teaching in English and mathematics is satisfactory overall, with good teaching for children under five in the nursery and Reception classes.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A well balanced curriculum is planned throughout the school. The early years curriculum is a particular strength of the school. There are weaknesses in the strategies for teaching literacy, and in the provision for pupils who learn more quickly.
Provision for pupils with special educational needs	Good. The needs of pupils are suitably linked to the curriculum, except in Year 2 where pupils with difficulties are taken out of class. This has implications for the access of these pupils to a broad and balanced curriculum and inclusion as a whole.
Provision for pupils with English as an additional language	Mainly good but too often dependent on the provision of suitable language support and the quality of the teacher's planning, taking into account the needs of the pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Circle time has been introduced in all classes, to improve provision for personal development. Satisfactory provision is made for spiritual, moral, social and cultural development. Assemblies make a valuable contribution to these aspects.
How well the school cares for its pupils	Good procedures for ensuring pupils' welfare. Weaknesses exist in assessing and monitoring pupils' achievements and progress. The school does not collect or use information on how well pupils are making progress to plan what needs to be done next.

The school has satisfactory relationships with parents, many of whom speak English as an additional language. They make suitable efforts to involve the parents in the work of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher provides a clear vision of the improvements needed in the school. This is shared by the new senior management team and they present an enthusiastic and determined approach to managing change effectively.
How well the governors fulfil their responsibilities	The governing body is supportive but ineffective in carrying out its functions. It does not take sufficient responsibility for monitoring standards of teaching and learning, and improving standards.
The school's evaluation of its performance	Until very recently the school did not take sufficient measures to evaluate the effectiveness of its decisions. The headteacher and deputy headteacher are now actively involved in this process. However, there is little established involvement of the co-ordinators in judging the standards and effectiveness of their subjects.
The strategic use of resources	Resources are used appropriately in the school. These include the accommodation and learning resources. However, until very recently the allocation of staffing and the roles and effectiveness of highly qualified and sometimes senior staff had not been evaluated sufficiently.

## 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>• The school teaches respect and how to treat everyone fairly.</li> <li>• Children learn the right things, and are making suitable progress.</li> <li>• There are better communications, including the regular fortnightly newsletter, recently introduced by the new headteacher.</li> <li>• Teachers make time for parents at the end of the day and problems are quickly sorted out.</li> <li>• Effective measures have recently been put in place to encourage children to come to school regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• The provision for children with special educational needs is not effective.</li> <li>• Consistency between classes, particularly in the provision of information.</li> <li>• Better lines of communication when problems occur where children do not speak good English, and cannot explain themselves well.</li> <li>• Homework provision; it is inconsistent and teachers have different methods for telling parents and children what is expected of them, which are difficult to follow.</li> <li>•</li> </ul>

Parents at the meeting with the registered inspector expressed concern at the low numbers of parents who attended the meeting (10 in all). They felt that the school welcomed parents but few got involved in classrooms. The inspection mainly supports the positive views expressed by parents, and parents are right to question the consistency of approach between classes. This means that sometimes children do not learn enough of the right things, notably in Year 2. The inspection also finds that the provision for special educational needs and for those children learning English as an additional language is good in many aspects but not consistent throughout the school. Suitable homework is provided in reading and spelling, but different methods are employed to tell pupils about it. Similarly the provision of information is sometimes different for various classes. This is confusing for parents and their children.

## **PART B: COMMENTARY**

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

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

1. Taking results in National Curriculum tests in 1999 together, results are well below average in English, mathematics and science. Standards are lower than at the time of the last inspection, having fallen over the last three years, with a sharp decline in the last year. Compared to similar schools, standards are below average. However, standards in the current Year 2, while still below national averages, are improving.
2. Evidence from the inspection shows that pupils' achievements in English, mathematics, science and information technology are below average. However, both the National Literacy Strategy and the National Numeracy Strategy have been used to good effect in most classes, and have had a positive impact on the standards pupils achieve. The majority of teachers plan well to match the objectives of the strategies and structure the work appropriately to meet the needs of the pupils, although there are some exceptions to this.
3. Pupils receive useful dedicated teaching time for information technology, but the lack of good working resources and the lack of confidence of some teachers remain barriers to higher achievement. Standards in other subjects are in line with what is expected of pupils of this age. This includes standards in religious education, criticised at the last inspection. In religious education the new policy and scheme of work have had a positive impact on pupils' achievements, because teachers now have a very clear and detailed framework from which to plan their lessons.
4. Pupils make satisfactory gains in their learning overall, although the high incidence of unsatisfactory teaching in some Year 2 classes has a negative impact on pupils' achievements. For example, teaching in literacy is often ineffective. Standards achieved over time and the achievements in different classes are too variable in Year 2. The higher attaining pupils do not achieve well, a point also made by parents. Teachers' planning does not always provide sufficient levels of challenge, particularly in English, but also in other subjects such as history and design and technology. Pupils with special educational needs and those learning English as an additional language are generally supported well and their achievements are good. However, in some lessons, and in some subjects such as geography, teachers' planning is narrow, and sets the same work for all pupils. It does not provide suitable work for pupils with special educational needs or those learning English as an additional language. This has an adverse effect on their learning and progress.
5. Children in the Reception and nursery classes achieve well. They make significant gains in their learning from a low baseline on entry to the school. The early years curriculum and the good quality teaching contribute significantly to these standards. However, there are only sufficient places for about one third of the Reception year in the nursery. Many children begin school in the Reception classes without having nursery experience. Significant numbers of children are in the early stages of learning English. This means teachers deal with a very broad range of achievements. They are supported well by classroom assistants.
6. In Year 1 pupils continue to make suitable progress. However, in Year 2 there are unsatisfactory variations in the progress pupils make across the five classes. This means

that pupils do not maintain the levels of achievement in previous years. Pupils' achievements are satisfactory overall, considering their low starting point on entry to the school, but the high incidence of unsatisfactory teaching in some Year 2 classes has a negative impact on pupils' achievements at the end of the key stage.

7. The school has set targets for Year 2 pupils for the next two years, with the help of the local education authority. However, there is no target setting within year groups or subjects or individually to challenge and help pupils to make good progress. There is no whole-school approach to target setting, which would encourage all staff to take responsibility for standards at the end of Key Stage 1. This renders the process ineffective overall.

8. Standards achieved by pupils who are learning English as an additional language are appropriate. However, their achievements are variable, dependent on the support they receive in class. When supported by bilingual support assistants who record the progress of target pupils, good progress is often made. Pupils' progress is not as good when the class teachers do not plan specifically to for the needs of these pupils. For example, they do not show how other assistants will be used to help these pupils, so they cannot give the more detailed support these pupils need. Pupils who have special educational needs generally make good progress, but this is variable dependent on the teacher's planning and the effective use made of the support staff both in and out of the classroom. Current practice in Year 2 differs from the rest of the school, as pupils are withdrawn for support, which although effective limits the possible support for the rest of the pupils. In other years pupils receive support in the classroom and have full access to the lessons and to the support available.

9. Overall, pupils make satisfactory progress in their learning as they move through the school. In some lessons they make good progress in their learning and work with good concentration and interest. This was seen in a Year 1 mathematics lesson about two-dimensional shapes in which the pupils concentrated for lengthy periods of time and had a good attitude to their learning. In the course of this lesson all pupils learned new facts about shapes and at the end could clearly describe the shapes they had used in their work.

10. The school faces specific difficulties in attempting to raise standards. There is a large group of pupils which joined the school throughout the year, many of whom have English as an additional language. The National Curriculum Test results in 1999 were particularly low. However, nearly 25 per cent of the last Year 2 pupils, for whom there were National Curriculum Test results in 1999, were not on the school's roll in the Reception year. The figure generally runs at about 17 per cent. The school has carried out some analysis of test results which show good achievements of some groups of pupils who speak English as an additional language. Nevertheless, constant pupil mobility requires high levels of teaching skills and specific school organisation in order to absorb such large numbers of pupils into classes smoothly.

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

11. At the last inspection, pupils generally had a good attitude to learning. Using current inspection criteria this inspection finds that pupils' attitudes to learning are satisfactory.

12. Children under five settle quickly into the routines of the nursery and Reception classes. The children are very friendly and their behaviour is very good. They have a positive approach to their learning activities, grow in confidence and quickly become

independent. When working together in the Reception classes, they co-operate well and support one another in their learning.

13. Pupils in both early years and Key Stage 1 generally concentrate well and show interest in what they are doing. However, in a small number of lessons pupils do not listen well and noise levels increase. This disrupts the quality of learning in the class. Most pupils behave well in lessons, and enjoy the activities, but there are some instances of poor behaviour, occasionally in lessons, but mainly on the playground. At lunchtimes, behaviour in the dining hall is satisfactory, but the noise level is very high. However, the senior management team has positively addressed the management of the lunchtime and is aware of the need to improve the organisation of this time of the day.

14. Pupils have good relationships with each other and with adults. There are few instances of bullying, and none were observed during the inspection. There is good racial harmony among the pupils, and pupils show respect for each other and were seen to help one another. For example, in one Reception class pupils fastened each other's aprons before water play. Pupils handle resources well and respect their environment. No graffiti or litter was seen.

15. There are limited opportunities for pupils to reflect on what they do and its impact on others, although where they do exist they are mainly effective. Circle time has only recently been introduced in an attempt to improve this situation. The impact of this, therefore, is limited at present. Some class assemblies also have a positive impact on this, enabling pupils to begin to reflect on what others say and value it. For example, in a Year 2 class assembly pupils were very positive in thinking about who they would take with them on a boat journey. They listened respectfully and responded positively to the contributions from their classmates. There are few planned opportunities for pupils to take on additional responsibility although in lessons pupils are encouraged to tidy away.

16. Attendance at 91.9 per cent is well below the national average; unauthorised absence at 4.1 per cent is well above the national average. Attendance is therefore unsatisfactory. There are significant numbers of children who regularly come late to school. These absences and late arrivals in lessons mean some pupils miss valuable opportunities to learn. They also disrupt the learning of others. The school recognises the need to ensure that pupils attend regularly and has a range of suitable strategies in place to deal with this problem. It has recently begun to promote good attendance with rewards and certificates.

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

17. The quality of teaching throughout the school is satisfactory or better in 94 per cent of lessons with 60 per cent being good or very good and six per cent being unsatisfactory or poor. This is an improvement since the last inspection when, although a third of teaching was good or better, 20 per cent was judged to be less than satisfactory.

18. Teaching is good in the nursery with all teaching being at least good and in Reception classes where in six out of ten lessons the teaching is good or better. In Year 1 the teaching is good or very good in over 80 per cent of lessons with no unsatisfactory teaching being observed during the inspection. The teaching in Year 2 is more variable with 25 per cent being good or better but with 21 per cent less than satisfactory. This significant amount of unsatisfactory teaching has a negative impact on how well pupils learn in their final year in the school. The good quality teaching, particularly that seen in

the early years and in Year 1, has a significant positive impact on the standards achieved by pupils and the progress they make.

19. One of the main strengths of the teaching throughout the school is the good management of pupils and the good relationships built up between teachers and their classes. This is particularly good in the early years classes. The atmosphere of mutual respect and shared objectives that teachers create in their classrooms encourages pupils to do their best and learn effectively. This was particularly evident in a Year 1 religious education lesson where pupils were learning the story of Moses. The teacher involved all pupils in a sensible discussion and they made many thoughtful responses to questions that were valued by both the teacher and other pupils. A good range of teaching methods is employed by teachers to deliver the National Curriculum to pupils of all abilities. These methods are carefully thought out so that the subject content is effectively taught at a suitable level. Many lessons commence with a brisk and lively introduction by the teacher to stimulate the pupils' interest and make them eager to learn more. Where appropriate, for example in a Year 1 lesson, pupils work together in pairs or small groups. In this lesson, based on the life of Mary Seacole, pupils interviewed each other, recorded the interviews and played back their efforts. This they did successfully, with obvious enjoyment and understanding of her achievements.

20. Planning for children under five promotes good learning in the nursery and Reception classes. It is detailed and carefully matched to the recommended areas of learning for these children. The days are well structured to provide periods of time for free choice activities, periods of interactive group activities with an adult and whole-class sessions. Each adult supports an activity for the day. This plan provides for all the six areas of learning over the period of a week. This is very effective. Teachers' planning at Key Stage 1, particularly of literacy and numeracy, is good with clear objectives appropriately shared with pupils at the start of each lesson. Teachers plan together in year groups to ensure similar coverage of the curriculum as well as being able to share ideas and expertise. This is generally effective. Homework, usually consisting of reading, is set regularly. This is appropriate for children this age but parents find it difficult to follow the individual arrangements teachers make for notifying homework in the different classes.

21. The quality of marking of pupils' work is inconsistent throughout the school. The majority of teachers mark finished work with some encouraging comments but only a few take the opportunity to identify areas for improvement and help pupils move on in their learning.

22. In the lessons where teaching is unsatisfactory, teachers' subject knowledge is sometimes weak and they are unable to provide suitable examples to help pupils understand the concepts being taught. In other lessons the work provided is pitched at the wrong level for the abilities of the pupils. On some occasions, more able pupils are not being sufficiently stretched and on others the less able pupils are unable to cope with the complexity of the tasks provided. In a few classes the management of pupils' behaviour is unsatisfactory and learning is restricted as the teachers are unable to gain the attention of the pupils to help them focus on the learning intentions.

23. The basic skills of literacy and numeracy are well taught to the early years classes and taught satisfactorily in Key Stage 1. This term, teachers in Reception have effectively introduced the children to the more formal aspects of literacy and mathematics. Most teachers have a sound understanding of the national strategies for teaching literacy and numeracy and plan their lessons accordingly. This term teachers in the Reception classes have introduced children to the more formal aspects of literacy and mathematics



successfully. All adults listen with interest to what the children have to say and through careful questioning develop their language skills. There are some variations on this in Year 2, where teachers' knowledge and understanding of English is weaker. Teachers generally ensure that their pupils have a secure understanding of the work before moving them on to the next stage in their learning. A particular strength is the way adults listen to children in the early years and through careful questioning bring out their language skills. Teaching in other subjects is satisfactory overall and is good in physical education, design and technology, religious education and for the children in the early years, particularly in personal and social education, and in the nursery physical development is taught well through outdoor play. In all subjects there are examples of good and sometimes very good teaching.

24. Bilingual and ethnic minority pupils achieve well and make good progress in lessons where classroom management is sound, teacher knowledge is good and learning is matched to pupils' needs. In some classes, where English is not modelled correctly, pupils who are learning English as an additional language are not able to learn effectively. There is insufficient use of appropriate resources, such as visual aids, to support pupils' understanding. Some class teachers provide good opportunities for pupils with English as an additional language to participate in speaking activities. In a Year 1 class pupils with English as an additional language were invited to share their word building and in a Year 2 class they shared prefixes and suffixes in their written home languages. The specialist bilingual teachers work with class teachers to target children for support each half term. The support from bilingual assistants in classes is good where class teachers take the support teacher into account when planning lessons.

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

25. The school provides a generally appropriate range of learning opportunities for pupils, in a broad and balanced curriculum which fulfils statutory requirements. Since the last inspection there have been considerable improvements in the curriculum provision. There is now an appropriate and well-taught curriculum in the nursery and the provision for religious education has improved. The Nurture Group has also improved since the last inspection and now has aims that are fully in line with the work of the school, both academically and behaviourally.

26. The breadth, balance and relevance of the whole curriculum for children under five in the early years, are good. The planning for the children is detailed and both the nursery and reception classes take full account of the designated areas of learning and development of children aged under five. A strong emphasis is placed on providing first-hand experiences of quality and helping the children to acquire language skills. The nursery and Reception classes together form a coherent department which operates effectively as an early years unit.

27. There is a full set of curriculum policies, some of which are quite old, and therefore need to be reviewed, but there are clear links between the long-term and short-term curriculum planning and teaching. The breadth, balance and relevance of the whole curriculum for children aged under five are good. The planning for the children is detailed and both in the nursery and Reception takes full account of the designated areas of learning and development of children aged under five. A strong emphasis is placed on providing first-hand experiences of quality and helping the children to acquire language skills. The nursery and Reception together form a coherent department and operate

effectively as an Early Years unit. Good links between subjects provide opportunities which enhance pupils' learning and good resources enrich the curriculum.

28. The school has adopted the National Literacy Strategy but has been relatively slow to introduce it fully. It is now beginning to be used consistently in Year 1 classes but it is not yet having its full impact on standards in Year 2. There are some examples of a lack of balance in the literacy hour, for instance, too much time as a group at the beginning, and too short a time spent on the final whole group activity where teachers need to check pupils' understanding of the objectives covered. There are also examples of poor subject knowledge and lack of correction to pupils' mistakes. There are too few classes where the objectives of the lesson are made known to the children. In only a minority of observations were objectives written out on boards or told to the class, and no pupils appeared to have them in their workbooks.

29. The National Numeracy Strategy has had a more successful start to its introduction. It is already having a positive impact on the quality of teaching and the standards of pupils' work. Direct help for the school has been available from the local education authority due to previous years' standards in maths being below average against national data. However, the structure and timing of the component parts of the strategy still lack balance in lessons. The final reviewing and checking of pupils' knowledge and understanding is too short in some cases and in other cases is used solely as a presentation of work.

30. The other curriculum subjects provide opportunities for cross-curricular work that enlivens and enriches pupils' learning. For instance, a science lesson on floating and sinking on one day led to making boats on the following day as part of design and technology. This gave opportunities for choosing materials, using equipment and evaluating designs. Subjects are well supported through the good resources provided and the way they are kept, for instance the art trolleys are tidy and well stocked, the coloured pencils provide a wide range of modern, vibrant colours rather than the hard, pale and thin variety of old. Music resources are good and all classes have the opportunity to play percussion instruments as well as sing. The standards of display in general are good, and the opportunities these displays provide for pupils to engage in observation and discussion extend the curriculum which is available to the pupils. Pupils' work is selected well, then displayed to enable themes to be interactive. For example, there are very good observational drawings on display by some of the younger children. An interesting collection of artefacts and posters relating to Judaism is effectively displayed.

31. Pupils have the opportunity to take part in choir practice and football after school, and though there are only two activities, this is adequate for children this age. The school also endeavours to participate in the activities organised by the local education authority, such as the recent dance festival, which broadens pupils' experiences significantly. Homework is given which extends pupils' learning and takes the form mainly of reading to parents. Pupils take books home every day in good quality reading folders, signifying the importance of this activity as part of the curriculum.

32. Monitoring, recording and reviewing processes for special educational needs are mainly good although the processes for accurate identification and placement on the stages of the Code of Practice are not well developed. Arrangements for supporting pupils with special educational needs are good, particularly in the early years and Year 1. Here it is embedded in the curriculum and tasks are appropriately challenging for different abilities. In Year 2, however, pupils with difficulties are withdrawn from the classroom for individual support. This has implications for full access to a broad and balanced curriculum and

inclusion as a whole. The percentage of pupils with special educational needs in the school is above average, although the number of pupils with statements is below average. The provision specified in the statements of special educational needs is in place although arrangements for speech and language therapy are difficult to put in place. Some pupils wait a considerable length of time before attending clinic-based therapy. There are presently no arrangements in the school for therapists to visit. Approximately 100 pupils are on Stage 2 of the special educational needs register. The class teachers develop individual education plans with support from the special educational needs co-ordinator appropriately. Systems for accurately determining pupils' abilities are not in place. This means a lot of pupils are placed on Stage 2 of the special educational needs register who may be more accurately placed in a different category. The school is aware of this and has planned future developments in this area which may enable teachers to resolve this problem.

33. The provision for pupils who are learning English as an additional language is varied. Bilingual assistants are available and give good levels of support. They plan and work both conscientiously and independently, keeping good records of the work they do and their pupils' progress. The co-ordination of these staff, in order to make the curriculum provision for pupils more effective, is hindered at present by staff absences, and lack of a whole-school approach. In some classes, where teachers take account of pupil experience and have planned for adult support, pupils with English as an additional language make good progress. This could be seen in a Year 1 class where a child in the early stages of learning English was paired with another child with the same language for translation purposes. In another Year 1 class one group worked with a bilingual assistant and another assistant worked with individual children, ensuring these children had access to the curriculum. Work does not always focus fully on language development. In a small number of classes the curriculum for these pupils is not planned sufficiently well, and the support assistants who could assist them are not included in the planning. This makes progress for these pupils more variable.

34. Community links are satisfactory and developing in line with the vision of the new headteacher of the community as a rich resource. There are few regular visits or visitors to the school from the local community, which has little involvement in the life of the school. The rich cultural and ethnic mix in the local area is not utilised fully to extend and enrich the curriculum. Class visits are made locally in connection with some subjects. Pupils in Year 1 recently visited a church nearby as part of the religious education curriculum. The school also recently took part in a local dance festival. These are positive features which give pupils a view of the wider community around them.

35. Good provision is made for personal, social and health education. The introduction of circle time has contributed successfully to the personal development of pupils. The broad curriculum provides sufficient opportunities for pupils to reflect on issues relating to health issues. For example, in a science lesson pupils discussed circulation and heart rate, and this was linked into the physical education lesson where pupils realised that the exercise made their hearts beat faster.

36. The school makes appropriate provision for personal development including spiritual, moral, social and cultural development. The religious education curriculum now makes a valuable contribution to the spiritual development of pupils. Other curriculum links have contributed well to pupils' spiritual development and their sense of fascination. For example, pupils were excited by the introduction of the glockenspiel in a music lesson and the instant colour fill in a painting computer programme. Collective worship does not meet statutory requirements but does contribute very successfully to pupils' social and moral

development. For example, pupils in Year 1 enjoy a 'Good Work' assembly where both effort and achievement are praised. They listen to the music playing when they enter the hall and show respect for the achievements of others. They respond positively to a moment of reflection to think about improving their own work during the next week.

37. The nursery makes good provision for pupils to distinguish right from wrong and develop good independence skills. This is not developed throughout the school as a whole, however, as teachers devise their own systems to encourage good behaviour as individuals. Where pupils' behaviour is good teachers have implemented their own rules. These ideas and rules are not generalised beyond the classroom into the whole school as a wider community. Opportunities for social development are limited sometimes by the need for some teachers to maintain strict control of their classes. However, in classes where a clear behaviour system is in place and understood by the pupils a more positive atmosphere exists which allows social experiences to flourish. In the early years as a whole good relationships are fostered between pupils. There have been difficulties in the way pupils behave and interact with each other in the playground, presently being addressed by the training of the lunchtime supervisors and the introduction of circle time techniques in class time. This is a positive development. There are few opportunities for pupils to take responsibility or show initiative. This limits the opportunities for pupils to develop skills in managing tasks and duties for themselves.

38. The cultural aspects of school life remain satisfactory as was indicated in the previous inspection. There are very few visits outside the school that contribute to the cultural aspects of the school. Those that do take place are effective in bringing subjects alive for pupils such as the Year 2 visit to Mountfitchet. Visitors to the school are few, but there have been some effective contributions to pupils' learning. For example, an artist in school developed pupils' understanding of screen-printing, producing a large, joint piece of work which is now on display. Parents' skills are not exploited fully to enhance the contribution to cultural aspects of school life, for instance, using different languages to read stories to pupils. Teachers do make good use of multi-cultural resources and most classes have good quality labels for displays and photographs. Literacy displays in the classrooms and around the school positively reflect the linguistic diversity and acknowledge different writing systems. Pupils are used effectively to help each other when translation would be helpful. Art and music are used effectively to enrich pupils' cultural knowledge. Pupils learn about Van Gogh's work, for example. The choir, as an extra-curricular activity, is a positive cultural experience for those who take part, as was the recent participation in a local dance festival.

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

39. The last inspection found that a considerable amount of importance was attached by the school to the quality of support, advice and guidance it provided for its pupils, and that the school provided pupils with a secure, caring and happy learning environment.

40. This inspection finds that staff are very caring and know and support their pupils well. The school continues to provide pupils with a safe and secure environment. Induction arrangements for children starting school and moving on to the junior school next door are good. The deputy headteacher works closely with the Home Liaison Team.

41. The school's procedures for managing the health and safety of pupils are good. The provision of first aid is also good, with welfare support staff available at all times during the school day. This is effective in ensuring that all pupils are given the time, care and attention they may need when accidents happen or they become ill. Appropriate checks

are regularly made to grounds, buildings and equipment, and repairs are carried out as required. The school has appropriate child protection procedures in place, with the deputy headteacher as the officer responsible for child protection matters. All staff are aware of the importance of informing her if they have any concerns.

42. Attendance is well below the national average. However, the school does a good job in promoting good attendance and punctuality through the recently introduced award of full attendance certificates. Monitoring procedures are also good, with registers checked each morning and parents contacted if the school has received no notification regarding the absence. The school receives good support from the education welfare officer. The last inspection found that the school's registration procedures did not clearly distinguish between authorised and unauthorised absences. This has now been rectified.

43. There is a behaviour policy in place and the golden rules are clearly visible around the school. All pupils are aware of the rules. However, teachers have a range of individual systems in place in their classrooms for managing behaviour which are not always linked to the golden rules effectively. This gives conflicting messages about the standards of behaviour required in school. The monitoring of behaviour is not satisfactory as there is no whole-school system of recording unacceptable behaviour or incidents of bullying, unless the pupils have been identified as having behavioural problems. Where problems may be identified there is no system of checking what has gone on previously.

44. The monitoring and support of pupils' academic progress and personal development are generally unsatisfactory. There are no structured procedures in place for monitoring pupils' personal development. The school relies on teachers' personal knowledge of the pupils. Although the school has made some attempts to introduce systems of recording achievement, these have not been sustained. The procedures used for the pupils on the special educational needs register and in the nurture group are good, with detailed ongoing assessment and targets and needs books kept on each pupil. Regular observations of the children at work and play, within each area of learning are well documented. Consequently, teachers have an overview of the curriculum and recognise the purpose and potential for each activity. Progress is reported to parents at termly reviews for pupils with special educational needs and in the nurture group. Assessment and record keeping procedures for children in the early years are well established and excellent.

45. The local education authority recommended the use of baseline assessment procedures for pupils on entry to the Reception classes. Standards have been found to be below the national average. However, the baseline assessments provide limited information. Satisfactory assessment procedures are in place for mathematics and science, but procedures for all other subjects are unsatisfactory, although they are currently developing in some subjects. Assessments of the needs of pupils who are learning English as an additional language are good, but not formal, and the detailed individual records which are conscientiously kept lack systematic ordering. The school has not established common systems to assist teachers in assessing pupils such as portfolios of moderated work so that all teachers have a common view of standards. There are few processes in place to guide the school in the raising of standards through the use of the assessment data it collects.

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

46. The last inspection found that parents supported the school and the values it promoted. Parents felt welcome and some helped with class activities.

47. This inspection finds that the effectiveness of the school links with parents is satisfactory. Parents' views of the school are generally supportive, although few responded to the parents' questionnaire or attended the pre-inspection parents meeting with the registered inspector. Of those parents who did respond, the majority were pleased that their children liked school and consider they make good progress and that they behave well. They also felt that the school teaches children respect for each other and for property.

48. Induction procedures for children under five are good. The nursery teacher meets with each parent individually, prior to the children starting school. All children enter the nursery in the autumn term over a staggered period of four weeks. For those children who enter the Reception classes without having received the benefit of nursery provision, home visits are offered by the bilingual staff and parents have the opportunity to participate in the well-organised play sessions in school, with their child. The early years co-ordinator, deputy headteacher and all Reception support staff meet with new parents to discuss school procedures. A simple booklet containing points to consider when their child starts the nursery is provided for parents. However, it does not contain information on how the curriculum is organised. Parents are invited to help their child choose a library book to take home and share. Many parents offer their help in the nursery and Reception, which is very much appreciated by all staff.

49. A home-school agreement is in place but the effectiveness of this is very variable. The take-up rate is poor. Parents are invited to help out in the classrooms in Key Stage 1, but few take up the opportunity. Some parents support their children's learning at home by listening to them read, which is valued by the school. The 'Friends of Hazelbury' raises funds on behalf of the school, and also provides a valuable social link with parents.

50. The information provided for parents by the school is satisfactory. Some documents are translated for parents and many signs around the school are written in different languages. The school has run information evenings on the numeracy and literacy strategies in order to ensure that parents understand these new systems, but these were not well attended. Little information is sent out regarding the curriculum, although the nursery newsletter does set out what they will be focusing on during the coming weeks. Regular newsletters are sent out giving parents general information about what is happening in school. In the meeting with the registered inspector prior to the inspection, parents commented that this was a good, recent improvement. There are formal opportunities for parents to discuss their children's progress as well as informal opportunities for parents to see class teachers at the end of the school day. Parents appreciated this aspect of the school. Written annual reports for parents are satisfactory, they detail what children have experienced, and, in the core subjects, what they can do, but there is no guidance given on ways in which children can improve. The school prospectus and Governors' Annual Report for Parents do not contain all of the required information.

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

51. The headteacher is new to the school and has already identified the areas for development and made clear and challenging plans for the future. These indicate a clear vision of the strategies needed particularly in teaching and learning, to implement fully the improvements which are already beginning to have a positive impact on the daily life of the school. A new management structure has already been implemented so there is a senior

management team with an overview of both early years and Key Stage 1, along with key staff undertaking responsibility for each year group. In this large school these strategies give better oversight of problems and issues relating to classes or groups of pupils, which can then be raised at senior management level.

52. The experienced deputy headteacher is very supportive and keen to work in partnership with the headteacher and the rest of the management team. There is no clear job description for the deputy headteacher, who has traditionally held a specific but rather narrow role as co-ordinator for special educational needs, with responsibility for Early Years. However, the deputy headteacher, along with the new senior management team is committed and enthusiastic about the challenges ahead. As a group they now feel both empowered and determined to support colleagues and to implement agreed policies and programmes geared to raising standards across the school. This is both positive and encouraging. There are specific meetings set up for all the different groups of staff and the management of these is shared by the headteacher and deputy headteacher. Most members of staff are enthused by the new opportunities offered to them and are following the enthusiastic lead set, with confidence.

53. The role of co-ordinators is underdeveloped at present, although this is now under review. They have had little time in the past to undertake their role effectively. Little or no time has been provided for release from the classroom in order to monitor the quality of teaching and learning. This means staff find it difficult to assess the standards which pupils are reaching in the classroom, and do not have a broad view of staff training needs. However, this situation is now rapidly improving. The provision for the management of other aspects of the curriculum has been variable. Special educational needs is managed well, with sufficient time allocated to it as the co-ordinator has a non-teaching management post. The provision for pupils learning English as an additional language is less secure, with the staff making their own systems through lack of a centrally organised one. The management of the early years is very good. Despite a class teaching commitment the co-ordinator for early years provides very good leadership and has a clear overview of the provision.

54. Some monitoring of teaching and learning has already begun. There are many useful features of this, as it involves a range of staff and support from other agencies. Evaluations have been kept of monitoring and feedback given to teachers. Staff development interviews have been held to ensure that the new headteacher has a good understanding of staff's professional needs and strengths. The school does not currently have an effective appraisal system in place, and is expecting to set up a new one once national information is available. The school has called on the local education authority's advisory service for support in raising standards. Advisory staff have conducted a number of visits and provided feedback. This is a positive step forward. However, little analysis of pupils' class work has yet been undertaken or checks for equality of access and achievement for all classes across a year group. The headteacher has checked the analysis of the National Curriculum Test results from last year, and a further, more detailed analysis is now being sought. However, this has not yet been used extensively to provide appropriate support for pupils or groups of pupils who could achieve more highly.

55. The school has a particular strength in the excellent support it provides for new and newly qualified teachers. This support is very well organised and meticulously documented by a recently appointed co-ordinator. Staff new to the school report being very well supported in undertaking their new role and receive a very good induction, which is also well supported by the procedures put in place through the local education authority.

56. The school development plan has been transformed from a very simple one year plan into a working document. While still in draft, it has a very clear focus on raising standards, and has a better long-term focus, over three years, on the range of improvements needed to support high standards. Usefully split into core subjects the plan also includes targets in National Curriculum Tests for the end of Year 2 for English, mathematics and science. There are actions and resource details, including finances. However, the recent development of this plan, following the appointment of the new headteacher, means that the impact cannot yet be evaluated. Previous development planning has not been implemented successfully.

57. The school has aims which have been reviewed recently and these focus appropriately on high standards; valuing all individuals and their worth; promoting openness, honesty and trust; working together with parents and community; helping everyone to be a life long learner. These have yet to impact on the standards in school, but give clear support to the vision of the new headteacher for the future of the school.

58. The governing body has not taken sufficient responsibility for the monitoring of the work of the school in the past. This is unsatisfactory. Just reconstituted at the time of the last inspection, it has again undergone a reconstitution, splitting from the joint body with the adjacent junior school. However, analysis of documentation and discussions reveal little strategic planning or monitoring in the past. Governors expressed surprise at some of the weaknesses in the last inspection, as they had never analysed the previous inspection report. There has been little focus on the action plan at governing body meetings and governors have had little input into the monitoring of standards. They undertake little responsibility for shaping the future direction of the school, and have not held the school's management to account for standards and the quality of teaching and learning. Governors have undergone little training, and they have only recently, with a few notable exceptions, begun to visit the school on a planned basis to see it in action. For example, the special educational needs governor has been in post since January and is beginning to make satisfactory links with classes in school. There is good contact with the special educational needs co-ordinator and training available to governors through the local authority has already been taken up. Other governors have an ongoing voluntary role supporting classes, in the nursery for example, and so have built up an accurate picture of the needs of the school.

59. Resources are used appropriately overall, with strengths in the resources for literacy and very good resources for teaching geography. There are limitations in the resources for information technology. Despite recent spending on new computers, there are still old machines which classes have to share, which are not reliable and disrupt lessons and pupils learning when they malfunction. This is unsatisfactory.

60. In order to meet the needs of pupils in the best possible way staffing has been increased and maintained in the school. Each Reception class has a learning support assistant and each of the other year groups shares three assistants among five classes. Support from bilingual assistants for pupils with English as an additional language is also provided. The level and quality of support from the assistants is good, but there are weaknesses in the planning for assistants' deployment. This means that best use is not always made of these assistants in some classes. There is a support teacher for special educational needs as well as the special educational needs co-ordinator. However, long-term sickness and the withdrawal sessions that takes place in Year 2 prevent proper deployment of this resource. However, there have been significant numbers of staff absences, some of which are long-term, which have not been addressed by the governing body and this has an adverse effect on the progress of pupils in those classes.



61. The accommodation is adequate overall but there are some shortcomings. Some classrooms are rather small for early years classes, giving little room for the range of activities undertaken in an early years curriculum such as sand and water play.

62. The outdoor play area is adjacent to the nursery classroom and provides a secure, well-equipped area that effectively meets the needs of the children's physical development. This is a vast improvement on the previous inspection when the outside play equipment was judged to be limited and inadequate for both the nursery and Reception classes. However, the Reception classrooms do not have access to their own designated outdoor play area, and this limits their opportunities for physical development outdoors.

63. The nursery has insufficient room to offer places to all the children in the year before they enter school, which results in some children coming into school with no pre-school education. However, the school loans two of its classrooms to the junior school, and has not assessed the effectiveness of this, considering the limitations of the building for the numbers of infant and nursery children.

64. The school makes appropriate use of resources, such as those for pupils with special educational needs and those learning English as an additional language. The new school development plan links spending with the priorities identified.

65. The previous inspection report identified a range of strengths in the leadership and management of the school. Overall, the improvements made since the last inspection have been satisfactory. Significant improvements have been made in the running of the nurture group and in the provision in the nursery. Little has been implemented in order to improve teaching, identified as a weakness in the last report. Although plans have regularly been drawn up and suitable strategies identified, they have not been implemented consistently and so have had little impact. This means that until very recently teachers have not been monitored effectively or given regular feedback on the strengths and weaknesses of their teaching. Arrangements for collective worship do not yet meet statutory requirements but there have been significant improvements in the curriculum for religious education, which now follows the prescribed syllabus appropriately.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

66. In order to improve standards the headteacher, staff and governing body should:

- i. take steps to improve standards in English, mathematics, science and information technology and put systems in place to measure their effectiveness; (paragraphs 2, 92, 101, 105)
- ii. improve the quality of teaching, particularly that currently in Year 2, so all the teaching in the school enables pupils to learn well; (paragraphs 18, 22, 94, 98, 103, 108)
- iii. implement a system of monitoring of teaching and learning throughout the school, in order that teachers know what their strengths and weaknesses are and how to improve; (paragraphs 56, 57, 61)
- iv. collate and make use of assessment information to ensure that all pupils are challenged in lessons and that this leads to the raising of standards; (paragraphs 45, 46, 57)
- v. take immediate steps to improve the effectiveness of the governing body in monitoring the work of the school, by ensuring that all governors have sufficient skills and expertise to know what is required and are able to

- contribute effectively to managing improvements in all aspects of the school;  
(paragraph 61)
- vi. take further steps to improve attendance and punctuality in the school,  
monitoring the outcomes regularly. (paragraph 16, 43)

In the key issues 1, 2, 3, 4, and 6 the school has already recognised the need to make improvements. Some of these points are already featured in the school's development planning.

## **OTHER SPECIFIED FEATURES**

### **The Nurture Group**

67. The Nurture Group consists of up to 10 pupils from across Reception classes, Year 1 and Year 2 and are drawn exclusively from the school. The majority of pupils at present are from Year 1. There is one teacher and one classroom assistant, both full-time in class.

68. At the last inspection the operation of the group was specified as a key issue, in particular the organisation and ethos was not supporting the aims of the school.

69. The curriculum now closely follows that of the school's, especially in literacy and numeracy, but the philosophical and general curriculum strategies have been devised in conjunction with the other five nurture groups across the borough. The criteria for entry are standard in all six groups and concentrate on pupils who are working towards Level 1. During the period of the pupils' stay in the group of up to four terms, additional difficulties may emerge which necessitates further involvement from other professionals. All pupils are on the special educational needs register at Stage 3.

70. The special educational needs co-ordinator and the nurture group teacher work closely together, particularly with regard to pupils' reviews and their integration. They meet once a month formally but have frequent informal sessions. Integration is well planned from the beginning with all pupils registering with their home class and joining them for physical education. Over time, pupils will gradually integrate more and because they have followed the format of the literacy and numeracy strategies, the formality and length of time spent on these does not come as a surprise. This is a positive feature.

71. The planning and record keeping overall is good and a number of academic and behavioural measures of progress are used to supplement records of progress in the National Curriculum. A baseline assessment is made on entry to the class and behavioural assessments are made. Checks are made each term for progress. The local educational authority baseline assessment is also carried out although this is felt not to be detailed enough for use in this group. However, it does allow comparative data to be drawn on. The range of assessments used allows very good tracking of pupils' progress. There are good links with other outside agencies such as visiting teachers for hearing and visual impairment and the educational psychologist. Records are thorough and cover planning for re-integration, individual record-keeping, parental involvement, strategies for behaviour and selection criteria for pupils.

72. Teaching is good, showing in-depth knowledge about individual pupils and their academic and behavioural needs. There is good curricular targeting for both emotional and academic abilities, with a range of strategies for changing challenging or inappropriate behaviours. The planning covers a wide range of curriculum areas and therefore provision is broad and balanced. Both the foundation stage and Key Stage 1 requirements are taken into account.

73. Overall, the Nurture Group functions well with the rest of the school. The teaching and records of progress make a significant contribution to pupils' successful reintegration.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	36

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	12%	48%	35%	4%	2%	0%

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

### **Information about the school's pupils**

#### **Pupils on the school's roll**

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	30	438
Number of full-time pupils eligible for free school meals		159

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	4	158

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

	No of pupils
Number of pupils with English as an additional language	230

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	71
Pupils who left the school other than at the usual time of leaving	81

## Attendance

### Authorised absence

	%
School data	4.0
National comparative data	5.4

### Unauthorised absence

	%
School data	4.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	73	72	145

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	47	48	52
	Girls	54	56	57
	Total	101	104	109
Percentage of pupils at NC level 2 or above	School	70	72	75
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	49	50	55
	Girls	54	54	59
	Total	103	104	114
Percentage of pupils at NC level 2 or above	School	71	72	79
	National	82	86	87

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	33
Black – African heritage	47
Black – other	13
Indian	13
Pakistani	3
Bangladeshi	19
Chinese	1
White	131
Any other minority ethnic group	28

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

### ***Exclusions in the last school year***

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

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

**Teachers and classes****Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	17.9
Number of pupils per qualified teacher	24
Average class size	29.2

**Education support staff: YR – Y2**

Total number of education support staff	13
Total aggregate hours worked per week	

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

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

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

**Financial information**

Financial year	1998
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	£
Total income	929,643
Total expenditure	924,036
Expenditure per pupil	1,996
Balance brought forward from previous year	38,649
Balance carried forward to next year	44,256

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	468
Number of questionnaires returned	37

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	27	5	3	0
My child is making good progress in school.	46	43	5	3	3
Behaviour in the school is good.	38	51	8	0	3
My child gets the right amount of work to do at home.	16	43	14	16	11
The teaching is good.	43	41	11	0	5
I am kept well informed about how my child is getting on.	51	32	5	8	3
I would feel comfortable about approaching the school with questions or a problem.	49	41	3	3	5
The school expects my child to work hard and achieve his or her best.	43	43	5	3	5
The school works closely with parents.	35	49	14	3	0
The school is well led and managed.	35	46	5	3	11
The school is helping my child become mature and responsible.	43	41	5	3	8
The school provides an interesting range of activities outside lessons.	22	32	14	8	24



## **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**

74. Children enter the nursery, part-time, during the year in which they are four and move to Reception classes the following September, either part-time or full-time, depending when their fifth birthday occurs. Currently 60 children attend the nursery. In addition, the school admits a further 90 children to Reception classes, of whom many have received no pre-school education. At the time of the inspection, a third of the children in the Reception classes was under five.

75. Attainment on entry to both the nursery and Reception classes is below the national average. Although many children in both the nursery and Reception classes have English as an additional language they are able to communicate their needs and ideas using their own family language and most indicate that they understand what is said to them. Of the large number of children who join Reception classes, many have limited language skills. From this starting point, most children make good progress and are on course to meet the Desirable Learning Outcomes for children aged five in language and literacy, mathematics, knowledge and understanding of the world and in their physical development. In their personal and social development and their creative development they exceed what is expected.

76. The school's last inspection judged the children's progress to be slow in the nursery but satisfactory in Reception classes. Teaching in the nursery was judged to be poor and in Reception classes was satisfactory or good. The findings of this inspection show a great improvement in the children's progress and in the quality of teaching in the nursery, which is now very good. In the Reception classes the quality of teaching overall is good.

### **Personal and social development**

77. Most children are likely to exceed the expectations of the nationally agreed Desirable Learning Outcomes by the time they are five years old. Personal and social development is strongly promoted in all areas of learning and the planning is comprehensive in both the nursery and Reception classes. The well-established routines and caring nature of the provision allows all children to feel secure and to grow in confidence. Children come to the nursery happily and respond positively. The staff set very good examples of respect to each other, to the children and to their parents, which the children learn to emulate. The provision for purposeful play in the nursery and Reception classes is good and enhances the children's co-operative interaction with others. Children in the nursery start to make independent choices of which activity to engage in and although some children are quiet in their play because they do not yet speak English, all adults participate in the activities and engage the children in conversation. They quickly become independent and find their own 'name tag' before going outdoors to play and when they take their snack time. Relationships are very good and children of different races and nationalities are very well integrated. By the time the children are five, most are able to work and play as part of a group and behave in appropriate ways. They take turns and adhere to the class rules, such as the number of children allowed to play in the water or sand. The majority of children have a positive attitude to school. Most children are eager to explore new learning, enjoy their work and are able to concentrate for increasing periods of time. Good examples included a boy and girl in the nursery playing in the home corner

for about twenty minutes. They were engrossed in feeding their 'babies' and cleaning the house. A group of children in Reception classes played with the construction toys for a similar time, collaborating together and making decisions about the police train they were creating. There is rarely any squabbling over resources. By the age of five most children have mature attitudes to learning, make the most of all the activities provided for them and concentrate for suitable periods of time in the more formal lessons of literacy and mathematics. They carry out instructions carefully and most children respond well to the high expectations of good behaviour.

78. The quality of teaching and the quality of learning are very good in this area. Opportunities are exploited to the full to promote the children's personal and social development and the children respond positively. All adults use praise and encouragement and each child is valued. They motivate the children to learn and are good at encouraging the children to try. Consequently, the children are self-confident, mix well with other children and develop a personal awareness of their own learning. Teachers draw out children's responses in discussion times and encourage the children to put up their hands when they want to speak and to listen when it is not their turn to speak. Children are encouraged to be kind and helpful towards others and to begin to take responsibility for their own behaviour. The diversity of languages and cultures of the children is seen as valuable and both the nursery and Reception classes celebrate these.

### **Language and Literacy**

79. Many children enter the nursery communicating in languages other than English and others do not have a broad vocabulary. From this starting point, most children make very good progress in the development of language and early literacy skills and by the time they are five many are on course to meet the expected standards for their age. Children in the nursery and Reception classes are provided with a wide range of practical activities and purposeful free play to support the development of language and literacy. Teachers provide many opportunities for children to talk with an adult whilst they undertake their activities and actively seek to extend their vocabulary. Many children understand and learn to use essential vocabulary, such as their names and the names of objects and by the age of five most use sentences with correct word order. Children enjoy listening to stories and rhymes, and join in with the telling of a story. By the age of five, many children know how books are organised and that words and pictures carry meaning. They begin to associate sounds with letters and some recognise familiar words in simple text. Higher attaining children talk about the title, author and illustrator of a book. In writing, children know that marks on paper carry meaning. In the nursery, for instance, they make attempts at writing a sentence about a dinosaur while working with the teacher, make their own little 'books' and with support, learn how to write their name. In the Reception classes, children start to write important words unaided, such as 'on' and 'the' and enjoy adding them to words copied from cards to make a 'silly' sentence such as, 'the fat rat sat on the cat'. In general, their pencil control is satisfactory and most children can write their own name with the appropriate use of upper and lower case letters by the time they are five.

80. The quality of teaching and the quality of learning are good in language and literacy. A strength of the teaching is the very good interaction between all adults and the children. All teachers understand the importance of language development and use a wide range of strategies to extend the children's vocabulary. In the nursery and Reception classes, children are provided with good opportunities for purposeful role-play to develop a wider vocabulary and self-expression. The teaching of reading is well structured, from sharing books in the nursery to the more formal introduction to reading and regular practice of letter sounds in the Reception classes. Children from an early age are provided with the

opportunity to choose a book with a member of their family or carer to take home and share. Reception class teachers have very recently introduced the structure of the literacy hour for three days of the week and as such have devised an appropriate range of activities to meet the needs of the youngest children.

## **Mathematics**

81. The attainment of the majority of children on entry to the school is below average. Children make good progress in their mathematical development and by the age of five, most meet the expected standards for their age. In the nursery, a good range of practical activities is thoughtfully prepared by the teacher and assistants that enable the children to practise counting and explore numbers. A good example of this was observed when children were presented with a bowl of tomatoes and cucumber pieces and when asked to pick up 5, one child did this without any problem and promptly ate them! Mathematical language is widely used by staff to promote the children's understanding. For instance, when building with bricks, the children are encouraged to build different sized towers and make comparisons between the tallest and shortest. They paint a repeating pattern using two colours and use number apparatus and games for everyday sorting and counting in order to gain an appropriate sense of number, size and shape. Children in the Reception classes build on these rich experiences and recognise, count and write numbers to 10. They add two single digit numbers, such as  $4+2$  successfully using counters and some older children write the sums correctly. They buy goods from the class shop using real coins up to the value of 10 pence and learn to give the change.

82. The quality of teaching and learning is good. Teachers' knowledge and understanding of the needs of these young children ensure that there is a good variety of practical activities leading to working on a more formal curriculum. The work is planned in detail and each activity has a specific learning objective. Resources are carefully prepared and all staff use questions effectively to promote the children's use of mathematical language while at play. In the nursery and Reception classes, sand and water play allows children to explore concepts such as full and empty. In the Reception classes, the teachers adapt the methods in the National Numeracy Strategy appropriately to meet the needs of the children and build on their previous experiences.

## **Knowledge and understanding of the world**

83. The children's developing knowledge and understanding of the world around them is in line with expectations for children of this age. They make good progress and for the many children, for whom English is not readily used, they respond well to the wide range of experiences provided both in the nursery and Reception classes. Discussion forms an important part of the work in both the nursery and Reception classes and children are encouraged to explain, describe and give opinions. For example, nursery children make a dinosaur environment using natural materials in the sand and compare it to their own environment. They discuss features of the dinosaurs, name many and know that there are no dinosaurs now because they have all died. In the Reception classes, they investigate whether objects float or sink and on a walk in the school grounds they observe the features of trees and plants and learn that although the roots of trees are below the ground, some can be seen above ground. They draw pictures of themselves and label parts of their body. The curriculum also provides for knowledge of the days of the week, the months of the year and observation of the weather. In the nursery they draw pictures of themselves as babies and how they look now, while children in the Reception classes look at the things they did as a baby and make comparisons with what they can do now. This leads to an early understanding of history and time in the past. Children in the Reception classes have

some understanding of the passage of time and talk about yesterday, today and tomorrow. They negotiate toy cars along the roads marked on a play mat and draw simple maps of the route taken by the cars, showing some of the features such as a hospital and a car park. All children use a variety of construction and modelling materials in play situations and learn joining skills when they join reclaimed materials to make models of houses, vehicles, puppets and shakers. In the nursery, children designed and make their own miniature gardens. Children in both the nursery and Reception classes enjoy using the computer and by the time they are five, confidently click and drag with the mouse to draw and paint a picture.

84. Overall, the quality of teaching and the quality of learning are good both in the nursery and Reception classes as seen in the range of very well planned practical experiences that is relevant to the children in the world around them.

### **Physical development**

85. Most children control their larger scale movements well and are on course to meet the Desirable Learning Outcomes by the age of five. In the nursery, there is very good provision for the children to develop their physical skills. They are given many opportunities to run, play throwing and catching games and to ride the wheeled toys in the spacious outside play area. Although the four-year-old children in the Reception classes do not have their own designated play area, they do have a range of wheeled toys to use at times other than break. In physical education lessons, children successfully dribble a ball in and out of a set of cones with their hands. However, very few are able to control the ball with their feet. Manual dexterity is well promoted both within the nursery and the Reception classes. Children develop increasing hand control through cutting and making activities and through fixing jigsaws and manipulating construction toys. Progress is sound and many children use pencils for drawing and writing, brushes for painting and scissors for cutting with confidence by the age of five.

86. The quality of teaching and learning is good overall in this area and best use is made of all the available resources. All staff work well together to promote effective learning. On-going observations of children's response to the activities and the progress they make enable teachers to plan carefully for future experiences.

### **Creative development.**

87. Children in the nursery make very good progress and those in the Reception classes make good progress in acquiring skills in this area of learning through a wide range of experiences in art, music and imaginative play. Children use the role play areas daily and enjoy both home play in the nursery and the shop and hospital in the Reception classes. Purposeful play is a strong feature in the nursery and Reception classes and the many imaginative activities provided, stimulate the children's learning. For instance, the large variety of small world toys, such as farms, animals, building bricks and figures helps children to explore the world around them through play. Nursery children are given the opportunity to extend their imaginative play outdoors, where they may use water and sand or use the resources provided to make up their own stories and take part in role play. Children are encouraged to explore with paint freely, mix colours and mould with dough and plasticine. In the Reception classes they mix colours, make 'bubble' pictures and learn the techniques of sewing. Their observational drawings of leaves show a good attention to detail. The nursery children make particularly good progress in music, because they sing together several times each week and have regular opportunities to make music. They remember the words of a wide range of songs and most sing tunefully. The lessons are

carefully structured and effective use is made of demonstration when teaching children how to use the percussion instruments. Children respond well to music and build on their skills of rhythm and beat. In the Reception classes they identify high and low notes when listening to the 'pan pipers' music and use body percussion to accompany the music and keep to the beat.

88. The quality of teaching and the quality of learning are good and all staff plan for and provide a wide range of valuable experiences for the children. Children are very well supported in their creative development and many are likely to exceed the expected levels standards by the time they are five.

## **ENGLISH**

89. Standards in English in National Curriculum Tests in 1999 at the end of Key Stage 1 were well below the national average in reading and writing at Level 2. They are below average in reading at Level 3. In comparison with similar schools the results are below average in reading and writing. The end of Key Stage 1 test results show a general decline in standards over the last three years with boys achieving more highly than girls. However, the inspection finds that standards while still below average, are improving.

90. The school faces some difficulties in teaching English successfully. The high proportion of pupils learning English as an additional language means that some pupils have limited or no understanding of English when they come to school. New pupils arrive at various points throughout Key Stage 1. There are also significant numbers of pupils who have special educational needs. To compensate for this the school provides a number of bilingual and classroom assistants to support these pupils. Where teachers plan for best use of this support, and use resources well, pupils have increased access to the curriculum and make good progress.

91. The quality of teaching and learning is satisfactory overall with a substantial amount of good teaching in Year 1. Some unsatisfactory teaching was also observed in Key Stage 1. Most teachers use the National Literacy Strategy to good effect. In the best lessons teachers share objectives with pupils, so everyone is clear about what they are to learn. The lessons have a good pace which keeps pupils engaged and interested. Teachers reinforce previous knowledge and understanding, often by referring to what has been done in previous lessons. Teachers use the National Literacy Strategy for planning but in some cases the planning does not clearly show how different groups of pupils will learn. Planning does not provide suitable work for higher attaining pupils, nor does it plan how class assistants will support those pupils who need help. This leads to slower progress for these pupils. Where teachers have established good relationships with their class, the pupils find learning more enjoyable. This helps pupils to develop good attitudes to learning. Where classroom management is good and pupils behave well, they make good progress with their learning.

92. Most pupils express their thoughts confidently. Some teachers take opportunities to reinforce and extend pupils' language and to develop their confidence as speakers. For example, in a Year 1 class there were opportunities for 'hot seating' character development, and in other classes circle time provided pupils have good opportunities to express their ideas and opinions. In both cases, the experience gives pupils' self esteem and confidence and teachers give praise and recognition to those contributing. Where teacher knowledge is poor and incorrect models of language are given, as observed in Year 2, learning is not satisfactory. This was seen in some classes where examples of grammar were incorrect and caused confusion for pupils.

93. Pupils generally read accurately and with confidence. All pupils draw on their knowledge of letter sounds to help them with new words, and some use good expression, but higher attaining pupils are not challenged in their texts and could discuss books they had at home which were more suitable for their level of ability. These pupils, who learn more quickly, were not given the provision in reading or writing to extend their work. Resources for reading are very good, with sets of books of different genre and ability levels available for each year group. The library, currently under refurbishment, has a good stock of big books for shared reading. The school also provides language games and dual language books. These resources encourage pupils to read as they are attractive, interesting and colourful.

94. Children are given suitable opportunities for writing for different reasons. Work on display shows satisfactory examples of writing poetry, letters, stories and factual work linked to other curriculum areas. For example, Year 1 had written time lines linked to history and instructions for both science and design and technology work. This is useful in helping pupils to see that writing has a purpose. Pupils who learn more quickly could write simple sentences with accurate spelling of simple words and correct use of full stops and capital letters. Good examples of opportunities for writing were seen in the early years, with a writing area provided in classrooms and some children in Reception classes capable of writing basic sentences. Handwriting is usually careful and neat, but size and shape are not always consistent at the end of the key stage. There is a policy for handwriting but the agreed standards are not always evident in the writing in pupils' books. Spelling is weak at the end of the Key Stage and work was not marked rigorously in books.

95. Standards of teachers' marking are inconsistent across Key Stage 1. There are good examples of marking in Year 1 which help pupils to move forward and give indications that teachers have assessed pupils' work. In Year 2 marking was variable across the year and was not informative. This means pupils do not see their work being valued and were not given ideas or instructions on how to improve.

96. Each class teacher keeps a reading record for each child and records levels of writing ability termly, but assessment procedures are not satisfactory. Medium-term planning does not include assessment opportunities and no record is kept of progress in spoken English for pupils with English as an additional language. There is no school portfolio for moderating work, so teachers do not have a set of agreed standards by which to measure their pupils' progress.

97. The co-ordinator is committed and conscientious and has a clear idea of the issues for the development of the subject. The management file of the co-ordinator clearly states the present position of the school and areas for development. Targets for the development of the subject are appropriate and include updating policies and an improvement in planning and target setting for pupils.

## **MATHEMATICS**

98. Standards in mathematics in National Curriculum Tests were below national averages at the end of Key Stage 1 in 1999. The results of the 1999 tests showed that the 75 per cent of pupils reaching Level 2 was well below the national average of 86 per cent as was the nine per cent attaining Level 3 compared to 21 per cent nationally. When compared to schools in similar contexts the percentage of pupils achieving Level 2 was below average and this was also the case for the percentage of pupils reaching Level 3. The previous inspection report stated that standards were in line with national expectations

at the end of Key Stage 1 although the test results for 1996 were below the national average. Since 1996, standards attained in national tests have shown very little improvement and, in fact, went down in 1999. Inspection evidence however, based on the attainment of pupils currently in Year 2, shows that standards have improved since the 1999 tests although the standards which pupils achieve are still a little below national standards. Pupils at present in Year 1 are achieving in line with national expectations for their age and, if they continue with their current good progress through Year 2, will be on track to meet national averages in the subject next year.

99. At the end of Key Stage 1 pupils have a secure understanding of place value to at least a hundred and many can quickly recall addition and subtraction facts to twenty. They can accurately add three numbers, reordering them appropriately to make the calculation easier. Pupils can multiply by two with confidence and can identify odd and even numbers. Higher attaining pupils know other multiplication tables and can use them to solve problems such as finding the highest product when multiplying two or more numbers which add up to twelve. They can add money in pence and give change from a pound. Pupils know the names and some properties of a range of two and three-dimensional shapes such as triangles, rectangles, cubes and cylinders. All pupils can use non-standard units for measuring length and many are able to use a ruler or a tape to measure accurately in centimetres. Pupils can tell the time in hours and know a half and quarter past each hour.

100. The quality of teaching and learning is generally satisfactory with some particularly good teaching in Year 1 where four out of the five lessons observed were good or better. A small proportion of teaching is unsatisfactory. This is found when the management of pupils' behaviour is weak and the work provided is insufficiently interesting or challenging. However, the school has successfully implemented the National Numeracy Strategy and the majority of teachers are planning their lessons well to match its objectives. This is having a positive effect on pupils' learning as the work is well structured, objectives are clear and is designed to meet the needs of pupils of all abilities. The lesson objectives are often shared appropriately with pupils at the start of each lesson to help them focus on the learning they are expected to achieve. Plenary sessions are also used well to reinforce the learning objectives and to enable the teacher to assess exactly what the pupils learned thus enabling them to plan future work to meet their needs. The vast majority of teachers manage their pupils well and have good relationships with them enabling pupils to work without interruption and to feel secure in their learning environment. A good example of this was a Year 2 lesson on direction using compass points. The teacher had a very good rapport with the pupils and her enthusiasm made all pupils eager to do well and complete the work successfully. Her high expectations of both work and behaviour led to much good quality learning taking place during the lesson.

101. Many lessons start with a punchy and entertaining mental mathematics session that involves all the pupils and focuses their attention. This was well demonstrated in a Year 1 lesson that commenced with the pupils counting on in twos to twenty. This moved swiftly on to counting in tens to a hundred with more able pupils successfully counting in fives and threes. Teachers employ a useful range of teaching methods to keep pupils working with good concentration throughout the lesson. Pupils work well independently and in pairs and small groups according to the nature of the tasks. In most lessons they work diligently, are keen to do their best and are proud of their efforts. Learning support assistants, classroom assistants and, occasionally parents are often used effectively to support pupils with special educational needs. These pupils make good progress as they move through the school. Teachers' marking of pupils' work is variable with some teachers marking completed work carefully and giving pupils useful feedback to help them improve

their progress. Other marking is less satisfactory and work, if marked, is not always marked accurately with few words of praise to encourage pupils to greater effort next time.

102. Some teaching has been monitored by the headteacher to identify areas that need improvement and to improve the consistency of the provision. The results of the national tests have been successfully analysed to identify any areas of weakness in the provision and to monitor the attainment of different groups of pupils. Teachers keep careful records of pupils' attainment linked to the National Numeracy Strategy key objectives and also to the National Curriculum levels. This information is used for reporting to parents, informing the next class teacher of standards in the subject and also to inform planning of future lessons. The headteacher and senior management team are fully committed to raising standards to the highest possible level. There are firm plans to improve the provision with the help of the local authority mathematics adviser and a numeracy consultant.

## **SCIENCE**

103. The findings of the inspection are that standards attained by the pupils in Year 2 are below average. This finding shows a decline in standards since the school's last inspection but are in line with the assessments made by teachers at the end of the key stage in 1999. There is no significant difference in the performance of boys and girls. There is however, a large group of pupils, which joined the Key Stage 1 classes throughout the year, many of whom have English as an additional language. There is also a high proportion of pupils with special educational needs. This means that the school faces particular difficulties in planning lessons that consistently meet the needs of all pupils well.

104. By the age of seven, pupils have an appropriate knowledge and understanding of living things. They learn about the necessities for life for humans and plants and group animals correctly according to observable features, such as those with wings and those that have four legs. Some higher attaining pupils state that all insects have six legs and that humans are mammals. They plant seeds and grow them under different conditions and learn that they need light and water to grow. Pupils recognise and name common types of materials, such as wood, glass and plastic and know that some of these materials are found naturally. Some higher attaining pupils have progressed to making predictions and describing the materials that are attracted by magnets. However, most pupils in Year 2 do not have the expected breadth of understanding of materials and their properties. Their knowledge and understanding of forces and movement is appropriately developed. They explore toy cars rolling down a ramp and by changing the height of the ramp find out which car travels the furthest. Some pupils measure the distance each car travels, but in general the use of measurement in their science work is underdeveloped.

105. Their understanding of the physical process of electricity is sound. Pupils in Year 2 complete a simple electrical circuit and find out that some materials are better electrical conductors than others. Examples of their work show pupils in Year 2 make simple observations related to the tasks and record their findings through drawings and simple chart form. However, there is an absence of recording their work in graph form and the low level of pupils' writing skills hinders their ability to make careful recordings of their findings. Unsatisfactory progress is made in the higher skills of drawing conclusions and in their knowledge of what is a fair test. Pupils with English as an additional language have the added difficulty of learning to use the correct scientific terms.

106. When the full range of evidence is considered, the quality of teaching and the quality of learning are generally satisfactory. In Year 1 classes, teaching and learning is good. Pupils with special educational needs and those learning English as an additional



language are well supported in their learning and most make satisfactory progress. In the best lessons stimulating investigations are planned and pupils are encouraged to act as scientists. A Year 1 lesson on the five senses illustrated the strengths of the teaching in science. The teacher made very good use of a range of strategies, such as discussion, imparting facts and well prepared practical work to capture and retain the pupils' interest. Pupils were encouraged to develop their observational skills through a series of exciting activities related to each of their five senses. Emphasis was placed on the development of investigative skills and pupils quickly learned to think for themselves and make predictions. The management of pupils was good and promoted a busy, although rather noisy, working atmosphere. Effective use was made of the resources and of support staff who were very involved in supporting the pupils. A good discussion at the end of the lesson reviewed the work that had been covered and extended the pupils' learning. Where there are weaker elements of some lessons, pupils are not given sufficient opportunities to fully develop their own ideas or their investigative skills. In addition, teachers do not ensure that pupils make sufficient use of information technology in this subject and that they apply their numeracy skills fully in science.

107. The co-ordinator, a subject specialist, has a realistic overview of science in the school. However, her monitoring role is not sufficiently established to improve further the quality of teaching and raise the standards achieved by the pupils at the end of Year 2. The policy and scheme of work have not been reviewed recently to bring them in line with the new requirements in September, which will be central to raising the teachers' expectations. The associated assessment record sheets are satisfactory and used appropriately to ensure a continuity of approach by teachers. However, insufficient use is made of them to plan for future learning or to set targets for individual pupils. Learning resources for science are good. The school is fortunate in having grounds that are suitable for environmental science, but not all teachers make full use of them to extend the pupils' experiences. There are no visits to places of scientific interest, which would excite and stimulate pupils to learn more.

## **ART**

108. Based on an analysis of displays, samples of work and discussions with the co-ordinator, standards in art are in line with national expectations. The last inspection judged standards in art to be good, but since that time a broad range of national initiatives has focused very firmly on other aspects of the curriculum, and priorities have not been given to this subject.

109. Pupils' work shows a range of appropriate techniques. There are good examples of progression in printing, from string prints to mono-prints and a fine example of working with an artist in school on screen-printing. Photographs show pupils working collaboratively and there are strong cross-curricular links, such as with science and geography. There is evidence of work using different media such as painting, collage, three-dimensional and observational work. Pupils also use information technology appropriately for developing designs and learn about the work of artists, such as Van Gogh.

110. Resources are good, but there is a limited budget for specialist materials or the opportunity to broaden experience. There is a good portfolio of examples of work in different media. Teacher resources for stimulating ideas are representative of different cultures of the school, with copies of works of art and artefacts, but these are in the early stages of development.

111. Assessment is undertaken appropriately through samples of work in Years 1 and 2, to show a range of work done by pupils. Sketch books are used in Years 1 and 2 which also show progression.

112. A draft art policy has been taken to staff and a new scheme of work is prioritised on the co-ordinator's action plan. The Year 2 scheme of work is related to topics but needs updating in line with the Qualifications and Curriculum Authority document. The co-ordinator is aware of the early learning goals and plans to revise the early years plan to take account of it. There are also plans to raise the profile of the subject by running workshops for staff and to be more rigorous in the monitoring of planning and teaching in Year 2. These are all useful plans, which now await opportunities to be put into practice. However, currently there is no monitoring of the teaching and therefore little clear understanding of the strengths and weaknesses of teaching and learning in the school.

## **DESIGN AND TECHNOLOGY**

113. As in the last inspection, attainment in this subject remains satisfactory. Observations of pupils at work were made mainly in Reception and Year 1. Pupils' planning and evaluation were seen in Year 2. Displays around the school were of good quality and were interactive, with good labels and questions attached to the models. The provision of materials and tools is satisfactory with supplementary equipment and tools available and easily transported to classes as they are needed.

114. Pupils' manipulation of materials was good and teaching was at least good and better in all the lessons observed. There was some evidence of planning and evaluation by pupils of their designs and this was satisfactory. The lessons catered for all abilities by what was produced but there was no specific extension work planned for the more able pupils. Pupils' abilities were extended more by accident than design, for instance, one boy was observed to make a raft by joining corks with cocktail sticks instead of using the conventional plastic container to make a boat hull. A very good example of planning and linking the concepts for design and technology was seen in a Reception class. The water tray was used for role-playing a story about boats and the sand tray was set up for designing a beach area with a picture stimulus to go alongside the main technology activity.

115. Teachers plan well in year groups and make good links with other subjects, for instance, following on from the previous day's science lesson on floating and sinking and another example of making bags for sweets made the day before. However, although the classroom assistants knew what they were doing and worked very well with pupils, not all teachers included them in their weekly plans. This meant that the use of these valuable staff was not always considered sufficiently.

116. The main area of weakness in this subject is the monitoring and evaluation of teaching. The subject co-ordinator has a policy and scheme of work in place. During the inspection teachers' planning and examples of children's work are scrutinised, but there have been no observations of teaching in the subject. There is consequently no systematic evaluation of design and technology across the school and therefore too little idea of pupils' progression as they work towards the end of Key Stage 1.

## **GEOGRAPHY**

117. Overall, geography standards attained by the pupils in Year 2 are in line with those expected for their age. Judgements have been based on the lessons observed during the course of the inspection, analysis of pupils' work, displays, discussion with teachers and

pupils and on the examination of teachers' planning. The findings of this inspection are similar to those of the school's previous inspection.

118. By the age of seven, pupils locate and name the constituent parts of the United Kingdom and mark on a map the major cities. They talk about their own environment and identify geographical features that they see on their way from home to school. Their work and models of a landscape show that they are developing an understanding of the geographical terms associated with the features of a landscape, for example, ocean, forest and mountains. Through their work on the weather, pupils show an awareness of the differences between the climate of hot and cold countries by writing about the type of clothes that are best suited to the climate. They study the physical and human features of the school and contrast them with those of a school in Lilliesleaf in Scotland. Overall, the pupils' geographical skills are sound. Pupils in Year 1, draw 'plan' views of the classroom, while in Year 2, they use pictures and maps to obtain geographical information. Some higher attaining pupils use coordinates on a map to locate the major cities in the British Isles.

119. When the full range of evidence is considered, both the quality of teaching and the quality of learning are satisfactory. Strengths in the teaching of geography and its effect on learning were evident in a Year 1 lesson on 'Shipwreck Sam'. The work was well organised and managed, so that the pupils knew exactly what was expected of them. The strategies used to gain the pupils' attention and clear explanations of the tasks engaged the pupils and enabled them to succeed. Most pupils listened carefully to the teacher's instructions and applied themselves well to the task and at the end of the lesson in their discussions showed they had gained a suitable understanding of the geographical terms and features of an island. Some pupils find it quite difficult to sit and listen and teachers have to work hard to keep them well focused. Where teaching is unsatisfactory, the activities provided for the pupils do not match the objectives of the lesson and the work set is the same for all pupils, whether they have special educational needs or English as an additional language. Very often the tasks provided for these pupils are pitched at a difficult level and they do not benefit sufficiently from the lesson. However, most pupils try hard and ask questions which help to clarify the task.

120. The subject policy is new and has yet to be ratified by the governing body. A scheme of work provides an appropriate overview of the subject and sufficient detail to support teachers in their planning. There are appropriate links with other subjects, such as history and science, but in general, insufficient use is made of the pupils' numeracy skills. The subject co-ordinator is well informed and provides effective support for her colleagues in both geography and history. She has a clear overview of their planning, but has not had the opportunity to monitor lessons. Resources in geography are very good and the school makes appropriate use of the local environment to extend the pupils' geographical knowledge, skills and understanding.

## **HISTORY**

121. Overall, history standards attained by the pupils in Year 2 are in line with those expected for their age. Standards in history at the end of Year 2 are in line with those expected for pupils this age. These findings are in line with the judgements of the previous inspection. Pupils with special educational needs and English as an additional language attain standards which are in line with what would be expected of them, relative to their previous attainment. No lessons were observed during the inspection due to the way the timetable is organised. Evidence from the analysis of pupils' work, displays, teachers'

planning and conversations with teachers indicates that pupils, in general, have had appropriate opportunities in history. However, the range and depth of historical experiences provided by the teachers in Year 1 are of a higher standard than those provided for the Year 2 pupils.

122. By Year 2, pupils show a suitably developed sense of chronology for their age by using words associated with the passing of time. They can appropriately distinguish between aspects of their life and in the past in their concept of 'old' and 'new', as in the kitchen of a house in 1950 and a modern kitchen. Younger pupils show an emerging sense of chronology by sequencing events in their own lives. Pupils in Year 2 have a satisfactory knowledge of significant characters in the past, such as Guy Fawkes and begin to find out about the life of famous personalities of today, such as Nelson Mandela. The work of Year 1 pupils on Florence Nightingale and Mary Seacole show they have an increasing depth of factual knowledge of their lives and gained an insight into the work they did as nurses. Pupils find out about their own school's history by looking at original artefacts, such as the punishment book and photographs of the May Queen. However, older pupils have limited methods of recording their work.

123. The overall quality of teaching and learning in the school is satisfactory on the basis of the evidence available. Planning indicates that pupils are provided with appropriate opportunities in history. This is similar to the findings of the previous inspection. Teachers in Year 1 make effective links with previous work and learning in other subjects, such as literacy, geography and information technology. Lessons are planned as part of a coherent sequence and in general meet the needs of pupils. Year 2 pupils' learning is enriched with a visit to Mountfitchet, which brings history alive for them.

124. The new policy for history is in draft form and has yet to be ratified by the governing body. History is mainly taught through topic work and at times as a separate subject. There are plans to revise the present topics covered. The medium-term plans support the teaching of the subject and show an appropriate balance between the areas of study and the key elements of history. In general, these support the coverage and development of skills necessary to understand and interpret the past. However, evidence from the pupils' previous work indicates that teachers teach history in greater depth in Year 1 than Year 2. There are no formal assessment procedures which is unsatisfactory as they depend upon the approach of individual teachers. The co-ordinator is well informed and has a realistic understanding of the areas of weakness. Priorities appropriately include the monitoring of teaching and assessment procedures. Resources in history are good with a wide range of pictures, artefacts and books to add interest to pupils' learning.

## **INFORMATION TECHNOLOGY**

125. Standards in information technology are below the standards expected for pupils this age. Pupils are learning the appropriate skills and teaching is generally satisfactory but there are insufficient opportunities for pupils to practise their skills.

126. Pupils know the parts of the computer and are confident in handling the mouse and using some keyboard functions. They are aware that the computer will respond to their commands and they enter information confidently. Pupils use the word processing programmes to write their own thoughts and their work is sometimes printed and displayed. Older pupils use programs to learn about symmetry producing colourful designs, which are displayed effectively in Year 2.

127. However, pupils' achievements are variable and unsatisfactory overall. Not all classes have the same opportunities to practise and extend their skills for a variety of

reasons. Resources are sometimes old and unreliable. Some classes have old and worn out computers which function erratically, and a lack of printers. Pupils' progress is limited in some classes by the teachers' lack of confidence or insufficient subject knowledge. This means teaching is variable in its effectiveness. However, pupils enjoy lessons and generally concentrate well. They are keen to participate and appreciate the exciting possibilities of using the computer. For example, in Year 1, the teacher used a knowledgeable pupil to demonstrate a new art program. Pupils reacted with amazement when he filled in large blocks of colour with one touch.

128. Teaching observed during the inspection is satisfactory overall but there are some weaknesses. Teaching was good in a number of classes. In these lessons teachers gave demonstrations to the whole class which were easy to understand. They gave pupils clear instructions and used pupils to demonstrate some parts of the program which helped to engage all pupils in the lesson. In one Reception class a teacher had usefully enlarged the wording which appears on the screen onto card to ensure that all pupils could see it during the class demonstration.

129. Successful teaching also ensured that pupils revised the things already learned in the Reception class such as the names of parts of the computer. There are too any variations in the interpretation of the scheme of work into class planning and teaching. Some teachers lack confidence and plan lessons which do not give children enough opportunities to improve their skills. Generally, pupils have insufficient chances to practise and make use of the skills they have already learned.

130. The co-ordinator is knowledgeable and well-informed and has worked hard to improve the quality of the experiences which pupils receive in information technology. This includes substantial work in 'tendering' for new equipment and in applying for national grants. However, little has been done in the past to monitor teaching and learning. Little training has been undertaken with staff to raise the knowledge and understanding of the subject to enable them to teach effectively. The co-ordinator has already identified this as a priority.

## **MUSIC**

131. Standards of attainment in music are average for pupils this age. This is similar to the judgement made in the last inspection. In Year 1 the pupils can sing songs and nursery rhymes from memory and follow a regular rhythm. They can use percussion instruments to accompany a song successfully and can clap to a given sound pattern. More confident pupils can sing solo to the class and have good control of dynamics and pitch. Most pupils sing tunefully and with obvious enthusiasm. Pupils in Year 2 listen carefully to music and can recognise fast and slow rhythms. They can suggest how the mood of the music is affected by the rhythm and give examples. Pupils can deliberately sing well-known songs at the wrong speed to demonstrate this effect. They can identify and differentiate between high and low sounds and loud and quiet movements in a piece of music. A few pupils have recently started having individual tuition to learn to play the violin or the keyboard. This will improve their attainment in music but, given the small number involved, will have little impact on standards overall. All pupils have the opportunity to listen to music by a range of composers before and after assemblies. This is a useful feature. The name of the composer and information about the music is appropriately displayed in the hall for pupils to read and teachers draw pupils' attention to this during the assemblies.

132. The quality of teaching is always at least satisfactory and often good. Teachers plan their lessons well and provide work at suitable levels for the pupils' needs. Useful links

are often made to numeracy and literacy. For example, a Year 1 lesson used clapping pupils' names to reinforce the understanding of syllables and a song about a clock to help pupils count to twelve. Teachers are enthusiastic about the subject and this makes pupils eager to participate and do their best. In all lessons observed the pupils were excited about the work and thoroughly enjoyed joining in. Teachers manage their pupils well which enables pupils to learn new skills rapidly in a good working atmosphere. Pupils' performances in lessons are often recorded to help the teacher assess standards and give pupils the opportunity to evaluate their own work and suggest ways to improve in the future. Those pupils with special educational needs also make good progress in lessons and are well supported by both their teachers and their peers. This was clearly seen in a Year 1 lesson where pupils were encouraged to sing a solo and their efforts were much appreciated by the class. This often resulted in spontaneous applause from their classmates that visibly boosted their confidence.

133. The co-ordinator gives good support to colleagues and has run in-service training to help improve their expertise. She has devised a suitable scheme of work and is at present trying out new assessment procedures to help teachers record attainment. Interesting and eye-catching displays of posters and musical instruments, many from other countries, help to interest pupils and raise the profile of the subject in the school. In conjunction with another teacher she runs an extra-curricular school choir that sings very well despite the school not having a pianist to accompany them. This lack of a pianist, which was mentioned in the last inspection report, means that pupils have to sing to tapes or CD's and the music on these is sometimes at too fast a pace for the younger pupils to sing in time. Despite such difficulties it is commendable that the school has been able to provide pupils with worthwhile experiences in all aspects of the subject.

## **PHYSICAL EDUCATION**

134. Standards attained in physical education reach the standards expected for pupils this age. They can throw equipment such as balls of different sizes, quoits and beanbags with reasonable accuracy. The majority of pupils can catch a ball successfully by the end of Year 2 when working independently or with a partner. Pupils know how to play a number of games in small groups and in teams as was seen in a Year 2 class where pupils were taking part in a challenge relay. This consisted of a variety of tasks such as bouncing a large ball, hopping and balancing a ball on a bat. Pupils understood the need for fair play and were extremely enthusiastic in their work and disappointed when the lesson had to end. They dress correctly for lessons and know the importance of exercise as part of a healthy lifestyle. Pupils in Year 1 understand some of the effects of exercise on the body and can explain the importance of the heart in carrying oxygen to the muscles and why heartbeat increases during exercise. Older pupils know the reasons for warm up activities at the start of a lesson and the need to cool down at the end. Pupils use space well and can move in an interesting variety of ways to music in dance lessons. They match their movements successfully to both the rhythm and the mood of the music, moving in different shapes and at varying speeds and levels.

135. The quality of teaching is always at least satisfactory and often good. Teachers plan their lessons carefully to ensure that pupils can build on skills learned in previous lessons. In a Year 1 lesson using a parachute the teacher successfully linked the activity to the science work on the human body that the pupils were studying in class. This made the lesson more relevant and reinforced many useful messages about healthy living. Teachers organise and manage their pupils well and have well-established routines that enable pupils to learn effectively as little time is wasted. For example, in a Year 1 class the pupils were able to perform their own warm up activities in silence enabling the teacher to help

slower pupils to change. Pupils are kept active in lessons and teachers maintain a brisk pace to use the available time efficiently. They give pupils responsibility for putting out and collecting equipment, which helps their personal development and independence. In a Year 2 games lesson the teacher had appointed captains who organised their teams most effectively and discharged their duties very seriously. Teachers have good subject knowledge and this enables them to make useful teaching points to pupils and help them improve their performance. Pupils of all abilities, including those with special educational needs, make good progress as they move through the school due to the good quality teaching they receive and the effective additional support given by learning and classroom assistants.

136. The co-ordinator gives good leadership and supports her colleagues well. She monitors planning and ensures that all aspects of the subject are covered over time. At present there are no assessment or recording procedures in place to monitor performance of groups or individuals but the co-ordinator has plans to address this in the near future. The accommodation is good with two halls, reasonable playground space and access to a large playing field. The school holds an annual sports day that is popular and well attended by parents. Some parents kindly volunteer to help run the event. Recently some younger pupils from Reception classes took part very successfully in the Enfield Dance Festival and thoroughly enjoyed the experience.

## **RELIGIOUS EDUCATION**

137. Standards in religious education are in line with the locally agreed syllabus by the end of Year 2. This represents an improvement since the last inspection, where religious inspection was judged to be unsatisfactory. Few lessons were observed, due to the Year 2 assessments taking place and the timetabling system of alternating religious education with other subjects on a weekly basis. Judgements are made through the lessons observed, discussions with staff and pupils, and analysis of displays and pupils' work.

138. Pupils gain a suitable basic knowledge about the world's major faiths. The youngest children in the Reception year participate in the major celebrations, and follow themes about 'Myself' and 'Our World.' This gives children opportunities to learn about self respect and care for others and the world around them. This successfully prepares and leads into the programmes of study Year 1 and 2. The pupils in these year groups learn about the way in which people live who follow the Jewish faith, and some of the important features of their religion. They learn about the Islamic traditions and the Christian way of life, as well as Hinduism. Pupils generally make appropriate gains in their learning.

139. Teachers create a positive environment for learning. Parents, at the meeting with the registered inspector before the inspection commented on the positive outlook created in the school through the broad religious education programme. Pupils enjoy religious education lessons. They listen carefully and participate eagerly when opportunities arise. For example, in a Year 1 religious education lesson, pupils volunteered a range of very sincere answers when asked what was precious to them. These included answers such as 'My mum' and 'my baby brother.' All pupils considered and treated these answers with respect. Many nodded agreement. This is a tribute to the positive climate created by the teacher with the class to consider and accept personal views and comments.

140. Teaching is satisfactory overall, although the teaching observed in the inspection week was good and very good. Teachers plan appropriately using the lesson planning from the detailed scheme of work. However, little is planned to challenge the higher attaining pupils in the classes. They use appropriate methods and strategies to interest

their classes. They employ anecdotes from their own lives, which capture the pupils' interest well. For example, a teacher told the class, clearly not for the first time, about his favourite book, and they entered into the spirit of this tale enthusiastically, transferring the idea of it to their own lives. Lessons are made more interesting by the use of a range of good quality artefacts which teachers employ successfully, such as in Year 1 where pupils learned about the Torah and Yad, precious to the Jewish faith, with small artefacts for pupils to observe. Visits, visitors and celebrations help to make this subject more stimulating and memorable. This is a good feature. Pupils visit a Christian church and learn about Christian services. They celebrate Hannukah. Scrutiny of pupils' written work shows little difference in output across the range of abilities within the class. Artefacts and the records of visits are usefully and colourfully displayed, enabling pupils to revise and confirm their learning.

141. The co-ordinator for religious education is very knowledgeable and has developed her skills through assisting with the development of the locally agreed syllabus. The scheme of work has been developed into a very detailed and supportive document. It ensures that all teachers have sufficient relevant information for their lessons. This is very useful. It enables teachers to confidently approach this subject, and also ensures that all classes receive the same broad range of opportunities to learn. Resources are plentiful, well-organised and accessible. They usefully support teaching in this subject.