

INSPECTION REPORT

ST MONICA'S RC PRIMARY SCHOOL

Southgate

LEA area: Enfield

Unique reference number: 102039

Headteacher: Mr Edward Getley

Reporting inspector: Mr Tom Shine
24254

Dates of inspection: 8th – 11th May 2001

Inspection number: 192497

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Cannon Road Southgate London
Postcode:	N14 7HE
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Bernard Cronin
Date of previous inspection:	3 rd - 7 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

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24254	Tom Shine	Registered inspector	Physical education English as an additional language	How high are standards? How well are pupils taught?
9352	Malcolm Weaver	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
14509	Philip Mann	Team inspector	Science Information and communication technology	
18703	Christine Canniff	Team inspector	Mathematics Art and design Music	
10240	Lesley Jones	Team inspector	English Design and technology Equal opportunities Special educational needs	
27738	Christina Kadir	Team inspector	Geography History The foundation stage	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large voluntary aided Catholic primary school for 4 to 11 year-olds. There are 439 pupils on roll and the gender balance is broadly even. The school is organised into parallel classes for each year group and has fourteen classes. Attainment on entry to the school is generally above that normally found. The number of pupils with special educational needs (SEN) at just over 15 per cent is below the national average, whilst the percentage of pupils with a statement of SEN is well below average. These pupils mainly have learning difficulties, whilst some have emotional and behavioural difficulties. The percentage of pupils speaking English as an additional language is slightly higher than in most schools, although there are very few pupils in the early stages of English language acquisition. The socio-economic backgrounds of the pupils are slightly above average and the number entitled to free school meals at less than 4 per cent, is below the national average. The majority of pupils are white, with a number of ethnic minorities in the school, the largest being of black Caribbean and African origin.

HOW GOOD THE SCHOOL IS

St Monica's is a good school in which all groups of pupils make good progress in English and mathematics and attain standards in these subjects that are well above the national average. The main reason for these standards is the overall good quality of teaching. The headteacher provides satisfactory leadership and the quality of the management team has been enhanced by the recent appointment of the deputy head and is well supported by the governing body. The school provides good value for money.

What the school does well

- Overall, teaching is good, with two out of three lessons being good or better and pupils make good progress.
- By age eleven, pupils' standards in English and mathematics are well above average and are above average in science.
- Pupils' very good attitudes to school and good behaviour help them to learn well.
- Support for pupils with SEN is good, helping them make good progress.
- Children in the reception classes are well supported and they make a good start to their education.
- Opportunities for pupils' personal development are good; attendance is well above the national average.

What could be improved

- By age eleven, standards in information and communication technology (ICT) are unsatisfactory and there is a lack of use of ICT across the curriculum.
- The role of most subject co-ordinators is unsatisfactory and both teaching and the degree of progress made in most subjects are inadequately monitored.
- Pupils' library skills are insufficiently developed, as the library is an uninviting area in which to work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the school was inspected in March 1997 the school has made satisfactory progress in most of the issues that were identified. The most significant improvement has been in the quality of teaching which, from being unsatisfactory in Key Stage 2 at the last inspection, is now good, both in Key Stage 2, and good, overall. High standards have been maintained in English and mathematics and standards have improved in science, particularly in investigative work. However, improvements in some other areas are not as good as might have been expected. Some subject policies and schemes need to be developed or reviewed; the role of the curriculum co-ordinators still needs to be clarified, and standards in ICT have not kept pace with those in other schools nationally. Monitoring of the curriculum is not consistently undertaken in all subjects.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A*	A	A	A
mathematics	A*	A*	A	A
science	A	A	C	D

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

This table shows that, taking account of the performance of all pupils in the year group, standards are well above average in English and mathematics. They are also well above average when compared to the performance of pupils in similar schools, that is, schools with a comparable proportion of pupils entitled to free school meals. In science they match the national average, but are below the performance of pupils in similar schools. Compared to schools whose pupils achieved similar scores in their National Curriculum tests and assessments in 1996, when these pupils were aged seven, their progress has been above average in English and mathematics, but is well below in science. Despite this, high standards have been maintained and the margin for improvement is less than that for schools generally, which is why the school's overall trend over the past four years is slightly below the national trend.

Inspection findings closely mirror the above table in English and mathematics as standards are well above average by the time pupils are 11. At this age, in these subjects pupils are achieving well. In science standards are above average. The results in the National Curriculum tests last year were lower than usual. The school points to the introduction of a new scheme of work for this lower performance and the likelihood that some gaps in the teachers' knowledge were also contributory factors. Targets for this year are more challenging than last year, but are still realistic.

The results of the National Curriculum test for pupils aged seven, show that standards in reading and writing are well above average and are above average in mathematics. Teacher assessments show standards in science are just above the average expected nationally. Compared to similar schools standards in reading are well above average and are above average in writing. In mathematics, they are in line with similar schools. Inspection findings show that standards in reading and writing are above average. Pupils' achievement is satisfactory, taking account of their attainment on entry and is not as high as their test results would suggest. This is because the quality of teaching in Year 2 is not as stimulating and challenging as it might be. In mathematics, standards are similar to those in the national tests and in science are above average and are better than the teacher assessments would suggest. There are doubts as to the accuracy of the teacher assessments last year. Throughout the school pupils with SEN and the few with English as an additional language and in the early stages of English language acquisition make good progress.

In most other subjects, where there is sufficient evidence to make judgements, standards are broadly in line with those expected when pupils are seven and eleven. By age eleven, standards in design and technology are well above average. This represents significant improvement since the last inspection when they were unsatisfactory. In ICT, standards are unsatisfactory by the time pupils are aged eleven. In the reception classes children make good progress and are well on course to achieve and, in some aspects, to exceed the early learning goals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good and make a significant contribution to pupils' progress.
Behaviour, in and out of classrooms	Generally good, although pupils tend to be noisy in the dining hall.
Personal development and relationships	Overall, good. Relationships are very good but pupils would benefit from more opportunities to take responsibility for their learning in class.
Attendance	This is well above average and makes a positive contribution to pupils' learning and the standards they achieve.

Pupils' very positive attitudes, good behaviour and personal development contribute well to their learning.

TEACHING AND LEARNING

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

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

At the last inspection, the overall quality of teaching was satisfactory. However, over 27 per cent was unsatisfactory and most of this was in Key Stage 2, particularly in Year 6. The need to raise the quality of teaching in that key stage, therefore, was identified as a key issue. In this inspection, the findings are that teaching has improved very significantly. Ninety-eight per cent is satisfactory or better and 17 per cent is very good or better. Two per cent of teaching is unsatisfactory or worse. In the foundation stage (the reception classes) teaching is good or better in nearly 70 per cent of teaching. It is satisfactory in Key Stage 1, but this judgement masks variations between Year 1, where it is good and Year 2, where it is satisfactory. In Key Stage 2, teaching is good, overall. In Key Stage 1, the teaching of English and literacy skills and mathematics and numeracy skills is satisfactory, overall, as it is less effective in Year 2 than in Year 1. In Key Stage 2, the teaching of these skills is good.

The needs of all pupils are met well, including those with SEN and EAL. Pupils respond well to this good teaching and generally learn well. In Year 2, the quality of pupils' learning is satisfactory, overall. The best lessons are well planned and teachers have high expectations that pupils will achieve well. They have clear learning objectives, sharing them with their pupils who are fully aware of what is expected. They ask incisive questions that challenge pupils to recall their previous learning. In ICT, the knowledge and understanding of many teachers is still underdeveloped, despite having received some training.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is reasonably broad and balanced and meets statutory requirements; it is good for the foundation stage. There are weaknesses in the curriculum for ICT.
Provision for pupils with special educational needs	Good. The specialist SEN teacher provides good support and pupils are well managed by the special educational needs co-ordinator.
Provision for pupils with English as an additional language	There are few such pupils needing provision, but they are well supported.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good for personal development, overall. Provision for pupils' moral and social development is very good, and is good for spiritual development. Cultural development is satisfactory, but more could be done to raise pupils' multi-cultural awareness.
How well the school cares for its pupils	Satisfactory, overall. The procedures for monitoring and improving attendance, behaviour and ensuring pupils' educational support and guidance are good.

The school works well with parents, but they would be able to help their children more if they were given more information about the homework to be done. End-of-year reports do not contain sufficient information about children's progress. There is appropriate emphasis on literacy and numeracy, but insufficient emphasis on ICT. Procedures for monitoring pupils' academic progress are unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is satisfactory, overall. The headteacher provides very good pastoral care and is very effectively supported by the deputy-head in curriculum developments, particularly school planning.
How well the governors fulfil their responsibilities	The governors are very supportive and fulfil their statutory responsibilities well.
The school's evaluation of its performance	Satisfactory, overall. The headteacher has monitored teaching, but more could be done. Procedures for monitoring pupils' academic progress and for using this information to set new targets for learning are unsatisfactory.
The strategic use of resources	Satisfactory. Funding for SEN is used effectively. There is a higher than usual under-spend in the budget, but some of this is to resurface the junior playground.

The number, qualifications and experience of the teaching and support staff are good. Accommodation is good, overall, and resources are adequate, although good in some subjects. In ICT they are unsatisfactory. Taken together, the leadership of the headteacher, senior management team and governing body ensures satisfactory educational direction for the work of the school. The school applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • They make good progress. • Teaching is good. • The school has high expectations. • It helps children become mature and responsible. 	<ul style="list-style-type: none"> • The amount of homework. • The information given about children's progress. • How closely the school works with parents. • The management and leadership of the school. • The range of lessons outside school.

Inspectors agree with parents' positive views. They found the use of homework to be good, but agree that clearer information should be given about the school's expectations of homework. They also found that, although the quality of information given to parents, overall, is satisfactory, reports are not consistent in giving sufficient information about children's progress. Although there has been the occasional breakdown in communication, parents are very involved in the life of the school and inspectors view this aspect to be positive. A significant proportion of parents did not agree that the school is well led and managed, but, at the meeting, many parents felt the recent appointment of the deputy head had addressed their concerns. Inspectors agree with this view. They also felt the range of activities outside school was good compared with most schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the foundation stage in the two reception classes, their attainment is above the average found in the local education authority and compared to the national picture. They benefit from the good teaching and make progress that reflects this teaching in all areas of learning. They make a good start to their education, enjoy learning, and very quickly build on the skills and knowledge they bring from home and a broad range of private nurseries. In communication, language and literacy, mathematical development and knowledge and understanding of the world, most children achieve standards that exceed the early learning goals. In the other areas of learning (personal, social and emotional development, creative development, and physical development) children are solidly on course to achieve the goals and in some aspects are beyond them. These standards in the foundation stage are marginally better those reported at the last inspection. Children with special educational needs (SEN) are well supported and make good progress in relation to their prior attainment and in relation to their peers. Children with English as an additional language (EAL) also make good progress. The gender balance in the foundation stage is broadly even and there are no significant differences in the attainment of the boys or girls or between children of different gender.
2. The results of the National Curriculum tests in 2000 when pupils were seven show that standards in reading and writing were well above the national average. In reading they were well above the average of the performance of pupils in similar schools and in writing were above those of pupils in similar schools. In mathematics, standards were above the national average and were in line with the performance of similar schools. Teacher assessments show that in science, taking account of the performance of *all* pupils, standards were just above the national average. Inspection findings show that standards in reading and writing are above average. These standards, although good, are not as high as the most recently published results would suggest. This is because most pupils aged seven make satisfactory progress in Year 2, because of the quality of teaching, which, although satisfactory is insufficiently stimulating and, occasionally, not challenging enough. In mathematics, standards are broadly above average and reflect the results of the National Curriculum tests. In science, at age seven, standards are above average and are more secure than the teacher assessments would suggest. This is because the standard of assessment a year ago was less developed and accurate than it is now. In relation to their prior attainment, pupils are achieving satisfactorily. Although the trend over the past four years is slightly below the national trend, this is because the standard in the school is higher than the national average, high standards have been maintained and the potential for improvement is therefore more limited. Standards in these subjects for pupils aged 7, are broadly similar to those found at the last inspection.
3. Inspection findings show that at age eleven, standards in English and mathematics are well above those that are normally found and mirror the results of the 2000 National Curriculum tests which were well above the national average and those in similar schools in both subjects. These standards are better than those found at the last inspection, because the quality of teaching is better. In science, standards are above average and are similar to those found at the last inspection. These findings are better than the recent National Curriculum tests suggest when they matched the national average and were below the standards in similar schools. The school explains this discrepancy by pointing to the adoption of a new scheme of work for the subject and the likelihood that some gaps in the teachers' knowledge contributed to the disappointing results compared to the other core subjects. There have been changes of staff since then. Pupils with SEN and EAL are well supported and they make good progress.
4. Teachers have a good grasp of the national literacy and numeracy strategies and have adapted them appropriately to suit the needs of their school. Targets for last year in English and mathematics were thought to be challenging and were significantly above the national average. In the event, in English, they were marginally exceeded and were comfortably exceeded in mathematics. For the current year, they are even more challenging, but realistic, in that they reflect the abilities of the year group as identified by the inspection.

5. At ages seven and eleven, most pupils, including those with SEN, have skills in speaking and listening that are well above average as they build well on the progress they have made in the foundation stage. They are given wide opportunities to develop their confidence such as when they are asked to express their views in class, to read aloud their written work and when they perform in their class assembly to the whole school. They project their voices clearly, use good diction and are developing their vocabulary well. In all aspects of English, including speaking and listening, the rate of progress is better in Key Stage 2 than it was at the last inspection, because the quality of teaching has improved.
6. At age 7, pupils' standards in reading are above average and are well above average when pupils are 11-years-old. At age 7, pupils are able to read clearly, and expressively. All pupils enjoy reading. By age 11, all pupils are reading well within the standard expected and most are very confident readers and are reading well above the expected level. They read challenging fiction such as "The Hobbit" and "Harry Potter" and non-fiction such as books on "Volcanoes" and "Encyclopaedias" emphasising well and using a variety of tone. Even pupils whom the school classes as "below average" are reading at a level that would normally be considered as being in line with the expected level. The school library, inadequate at the last inspection, is still inadequate to enable pupils to develop their research skills.
7. Similar standards are achieved in writing, when pupils are aged 7 and 11. At age 7, pupils have good handwriting, which is evenly formed and in a joined style. By age 11, pupils write very well and widely, their writing ranging from stories and descriptions to letters and reports. Throughout the school, pupils with SEN are set realistic, but achievable, targets and they achieve well. Literacy is used well in many other subjects, such as science, design and technology, geography and history. However, Information and communication technology (ICT) is insufficiently and inconsistently used to support learning in English.
8. By age seven, the pupils have made satisfactory progress, overall, in mathematics, and standards are above average in all aspects. They show good knowledge of mental mathematics when answering questions and know that two odd numbers added together make an even number. Most pupils have secure knowledge of place value when adding and subtracting two-digit numbers and know, for example, that subtraction is the inverse of addition. Pupils have good understanding of data handling and interpreting data. By age eleven, all pupils are very familiar with the four operations of adding, subtracting, multiplying and dividing. They have good skills in mental mathematics and respond well to the challenging problems that they are asked to solve by their teachers. All pupils work well in shape, space and measures and above average pupils are able to find the area and circumference of a circle. Pupils with SEN are well supported and make good progress. All pupils have a good knowledge of how to use graphs in data handling and this knowledge is used well in other subjects such as science and geography. Whilst ICT is used in data handling this technology is generally underused in mathematics.
9. In science when they are seven, work in pupils' books, reveals that all required areas are covered (scientific enquiry, life processes and living things, materials and their properties and physical processes). The general standard of work is above that expected and there is good emphasis on scientific enquiry and developing pupils' investigative skills. Pupils present their work well and this includes the drawing of clear diagrams that are labelled well. Classroom assistants give good support to pupils with SEN and work is well matched to their levels of attainment. The good attention to presentation with effective use of diagrams and graphs continues with the older groups of pupils, so that by the time they are 11-years-old, they have developed habits of taking great care with their presentations, combined with good use of scientific language. The emphasis on investigative and scientific enquiry begun with the younger pupils is further emphasised and the development of these investigative skills is a significant improvement since the last inspection, as the absence of such skills, at age 11, was identified as a key issue. Pupils with SEN, because they are well supported, make good progress.
10. At the last inspection, standards in ICT were described as being in line with national expectations. This inspection finds that is no longer the case. Whilst the standards of pupils in Key Stage 1 are broadly in line with those that are expected for pupils' ages, those for the older pupils in Key Stage 2, especially when they are 11, are below the expected standard. The standards of these pupils have not kept pace

with the developments and higher expectations in the subject over the recent years. In Key Stage 1, pupils build on the good introduction to computers they have been given in the foundation stage. In Year 1, they use word processing to write letters, and appropriate software to support learning in subjects such as science and geography. In Year 2, they learn to control devices such as a programmable toy, for example a Roamer, to manoeuvre in a four-stage sequence. By age 11, pupils have made reasonable progress in word-processing, but other areas such as desktop publishing and multimedia work are under-developed. Whilst they have had experience of using spreadsheets, the lack of additional equipment in the school severely limits their exposure to control technology. There are omissions in the provision of hardware, such as additional equipment to support the development of control technology and additional programmable robots and limited software to support the modelling aspect of ICT.

11. In most other subjects, standards are broadly in line with the standards expected when pupils are seven and eleven. In art and design in Key Stage 2, standards are broadly in line with those expected and this represents improvement since the last inspection when they were unsatisfactory. There was insufficient evidence to make judgements about design and technology in Key Stage 1. In Key Stage 2, there has been significant improvement since the last inspection when standards were unsatisfactory. They are now well above average. In music, insufficient evidence precludes judgements about standards in Key Stage 1. In Key Stage 2, attainment is broadly up to the required standard, overall, but not so in composition. This is a similar judgement to that made at the last inspection.
12. Pupils with SEN learn well throughout the school and make good progress towards their targets. The school is developing its involvement with the local education authority's "Able Pupil" project. However, it is too early to identify any measurable outcomes as yet. During the inspection, there were no significant variations in attainment identified between pupils of different gender, ethnicity or background. In the questionnaire and at the meeting, the majority of parents were happy with their children's attainment and progress.

Pupils' attitudes, values and personal development

13. The pupils' attitudes, relationships between pupils and with adults and the high level of attendance are strengths of the school. Pupils are keen to participate in lessons and other school activities, and with the consideration they show for others, these attitudes make an effective contribution to their learning. Their behaviour and their personal development, including those of pupils with SEN, are good. These findings are similar to the previous inspection, although the behaviour of a minority of pupils is not as high as that found previously. The attendance of the pupils continues to be very high in comparison to the national average.
14. In the reception classes, the children are full of enthusiasm for school and join in lessons keenly, such as in a mathematics lesson, where they were required to make 'longer' and 'shorter' measurement comparisons with the size of their own foot. They arrive each morning eager to start with the interesting and enjoyable range of learning activities that teachers have planned for them. They work well together in groups, sharing resources and helping each other. Their personal development is enhanced by the good role models that teachers and classroom support assistants provide. All staff have high expectations for the behaviour of the children. Through these early learning experiences they make a good start to their education, enabling them to develop their practical and academic skills well. Older pupils also show an enthusiasm for their work, for example in a Year 3 class, when they considered and discussed the attributes of Boudicca and demonstrated good recall from the previous lesson. In most classes, pupils settle quickly to their work both individually and in groups, maintaining their interest well.
15. Pupils' behaviour in lessons is generally good, although some older pupils in Year 6 respond less quickly to teacher instructions than in most other classes. Pupils move around the school in a quiet and orderly way, showing respect for school property and when clearing away after lessons. Their behaviour in the playground is also generally good with the exception of some minor instances, when pupils did not show the same respect for their peers when supervised by midday assistants. In responding to teachers' supervision, however, to line up at the end of their playtime, they do so readily, responding quickly to instructions and requests made of them. Minor bullying was observed during

playtime but this was dealt with quickly and appropriately and no oppressive behaviour was observed. From discussion with the twenty-four members of the school council from Years 3 to 6, pupils stated that name-calling is heard, but they feel that teachers deal with it satisfactorily. No exclusions were made during the last year.

16. The relationships between pupils and with adults are very good. Pupils work and play together well. Most pupils readily show consideration and are polite and respectful to staff and to visitors. The majority of pupils clearly understand the difference between right and wrong and listen carefully to instructions. Pupils are trustworthy and take responsibility maturely, for example in the school council, where older pupils listen carefully to younger ones, giving them opportunity to present their thoughts in connection with issues being discussed. Several older pupils have responsibility for operating the overhead projector in assemblies, laying out the chairs and clearing them away afterwards, whilst other pupils in each class have responsibility for returning registers to the school office. These responsibilities, although few, each has a positive impact on pupils' personal development.
17. The level of attendance continues to be high when compared to the national average. This makes a significant contribution to learning and the standards achieved by the pupils. A smaller than average number of families take holidays during the school term and most absences are due to childhood illnesses. A small number of pupils, however, have poor attendance records. The school monitors these closely and draws upon the resources of the educational welfare officer to seek to improve their attendance. Pupils arrive punctually, registration is conducted quickly and efficiently and most lessons start promptly. The weakness identified in the previous inspection report, however, where registers were not fully completed by some of the teachers still remains.
18. In the questionnaire and at the meeting, most parents were happy with pupils' attitudes, values and behaviour, although a few were concerned about bullying.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. At the last inspection, teaching was unsatisfactory or poor in over 27 per cent of lessons. Most of this teaching was in Key Stage 2 and led to a key issue, to raise the quality of teaching for that age group. Three main weaknesses were identified, consisting of: a) too narrow a range of teaching strategies; b) a lack of emphasis on developing pupils' investigative skills; c) a failure to meet the needs of pupils of all attainment levels consistently. Even in Key Stage 1, in Years 1 and 2, where teaching was judged as "*sound or good*" the needs of high and low attaining pupils were not consistently met.
20. In this inspection, teaching has improved significantly and its quality is now good, overall. In the foundation stage (the reception classes) it is good, with 69 per cent being good or better and 23 per cent being very good or better. The rest are satisfactory. For pupils aged 6 and 7 it is satisfactory, overall. Fifty-eight per cent is good or better, of which 17 per cent is very good or better. Forty-two per cent is satisfactory. However within these years groups it is stronger in Year 1 than in Year 2. It is better for pupils aged 8 to 11, with 68 per cent being good or better and 16 per cent being very good or better. For this age span, 32 per cent is satisfactory. The key issue identified at the last inspection has, therefore, been successfully addressed.
21. The school attributes this improvement in teaching to a number of factors:
 - there has been a significant change of staff since the last inspection with teachers of superior skill replacing those who have left;
 - there has been emphasis on improving teaching and learning styles with planned visits to schools to view good practice;
 - most teachers have a good grasp of the national strategies to teach literacy and numeracy and all teachers have been observed teaching these skills; and
 - there has been emphasis on promoting pupils' investigative skills in science.
22. Inspectors endorse these views. The teaching of English and literacy skills and mathematics and numeracy skills is good, overall. However, this standard is not maintained consistently. For example, in Key Stage 1, it is better in Year 1 than in Year 2. All teachers have a good understanding of the

national strategies, but in Year 1 (for pupils aged 6), the lessons are well paced and the teachers generally engage the attention of all groups of pupils, particularly by the use of incisive questioning, to which they readily respond. All pupils, including those of both below and above average attainment, are, therefore, fully involved in the lessons and make good progress. In Year 2, (for pupils aged 7) on the other hand, many otherwise satisfactory lessons are delivered with a pace that is often too slow and unchallenging for many pupils and their progress is no more than satisfactory. The good momentum that pupils develop in Year 1, therefore, tends to stall in Year 2.

23. In other subjects, teaching is good, overall, in science and art and design. In physical education, teaching ranges from unsatisfactory to good, but is good, overall. In geography, there is insufficient evidence to make overall judgements, but of what was seen teaching was very good for pupils age 6 to 7 and was good for pupils aged 8 to 11. In history, teaching is satisfactory, overall, for the 8 to 11 age span, with no lessons seen for the younger pupils. There is insufficient evidence to judge the quality of teaching in design and technology. In ICT, it is satisfactory in Key Stage 1, but unsatisfactory in Key Stage 2, and unsatisfactory, overall. In music, lessons were seen in the reception classes and Key Stage 2 only, teaching ranging from unsatisfactory to good and being satisfactory, overall. This represents regression since the last inspection when it was good.
24. The overall quality of teaching in the foundation stage (the reception classes) is generally good. The teachers work well with the support assistants to create a secure learning environment in which children of different emotional levels feel happy and valued. Provision for these children is good in all areas of learning and there is particularly good emphasis on the development of children's language and vocabulary through good questioning. For example in a lesson on farm animals a teacher asked, "*What does waddling mean?*" A shoal of hands was raised and one child replied, "*It's the way ducks walk with their feet.*" The teachers build well on the information gained from the children's pre-school experiences and their home visits, but they would do well to allow children more opportunities to exercise their own independence and not rely on over-direction in some lessons.
25. All groups of pupils are well supported. Pupils with SEN are well taught, enabling them to learn effectively in all classes. They respond well to their teachers' high expectations that they will achieve of their best and do particularly well in the specialist SEN teacher's classes who provides good quality teaching. She shows considerable patience and readiness to try a range of strategies to help her pupils, making notes throughout to record progress or areas to develop for each pupil. Her records are maintained to a good standard and she generates a supportive learning environment in an attractive room with good resources. Most teachers have due regard to the needs of higher attaining pupils and match the level of work to the needs of these pupils appropriately.
26. Most lessons are well planned, work is appropriately set to meet the needs of all pupils and, with some exceptions, lessons move along at a good pace maintaining pupils' interest and concentration. Teachers have high expectations that pupils will do their best. In a numeracy lesson in Year 6, a teacher said, "*Do not waste time writing the question; this is a quick sharp burst.*" The class responded well and all groups of pupils worked hard. In the good lessons teachers have clear learning objectives which they share with the whole class. In a literacy lesson in Year 5 the teacher explained, "*Today we are going to identify the main features of advertisements in newspapers, magazines and on the Internet, and to identify persuasive newspapers.*" The class is clear about the purpose of the lesson, is fully involved and is able to follow the text of the advertisements confidently. Many teachers place appropriate emphasis on developing technical vocabulary and pupils are confident in using it. In Year 1, for example, in mathematics, pupils are secure in speaking about pentagons, hexagons, cubes and cylinders and in Year 4, in science, pupils are familiar with technical terms such as conductor, insulator, circuit and investigate.
27. In the best lessons, teachers use incisive questioning both to challenge pupils to think and recall what they have learned and to enable the teachers to assess whether their pupils have sufficiently grasped the concepts to move on to the next stage of learning. In an English lesson in Year 5, the class studied an advertisement about Water-Aid with the caption, "*By the time you read this another child will have died because of dirty water.*" "*What effect does this have on you?*" asked its teacher. All the pupils were prepared to share their thoughts. One said, "*It tells you how bad the problem is.*" Another said, "*It has an emotional effect.*" In a mathematics lesson in Year 2, the teacher wanted her pupils to use their

rulers to measure in centimetres and needed to assure herself that they were familiar with its length, *“Who knows, who can remember how many centimetres there are on the edge of this ruler?”* The responses confirmed that the pupils were ready to move on to the lesson objectives.

28. All teachers plan well with the learning support assistants and all staff have very good relationships with their pupils. These relationships lay the foundation for very good class management.
29. In less successful lessons, the pace was too slow, they lacked interesting material and were insufficiently challenging for all pupils. Some lessons are too teacher-directed, with some teachers lacking the confidence to let their pupils take control for their learning. In some lessons, where the subject depends on the development of skills such as in design and technology and physical education, there is, on occasion, a lack of emphasis on skill development. There is a tendency to set the pupils to activities too early, without pupils having acquired the basic skills upon which these basic skills depend. For example, in a physical education lesson, in which the objective was to teach the cricketing skills of batting and bowling, there was insufficient opportunity to practise these skills, as the teacher quickly set the class to play the game. In ICT, some teachers’ knowledge and understanding of the subject, despite training is still inadequate to make the best use of the resources in the school.
30. The marking of pupils’ work is generally good and often contains helpful comments showing pupils how they could improve their work. In the questionnaire, the vast majority of parents were happy with the quality of teaching. At the meeting, parents perceived teaching to be better in Key Stage 1 than in Key Stage 2. This perception was not borne out by this inspection.

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

31. The school’s curricular provision is satisfactory, overall. It meets the statutory requirements for the National Curriculum and religious education. The programme for the under-fives is based on the six areas of learning for the foundation stage and is good, overall. Due emphasis is given to the teaching and learning of basic skills in literacy and numeracy. The breadth of the curriculum is maintained appropriately and includes personal, social and health education. The provision for ICT is only just satisfactory and pupils are not guided sufficiently to use the technology to support learning in other subjects. The SEN teacher is very experienced and knowledgeable about these pupils’ needs and, as a result, they have good access to a broad curriculum.
32. Curriculum documentation has been developed and improved upon since the last inspection and helps the school to focus on raising standards, especially in literacy and numeracy. The school has adopted nationally published schemes of work for most subjects or has opted for an alternative. This ensures that planning is now more closely matched to the Programmes of Study in the National Curriculum. Although the schemes of work define the stages of progress for all pupils in the school, in some areas such as art and design, physical education, personal, social, health including sex education, they are only in draft form and have not yet been formally adopted. Policies are in place for most subjects except for history and geography and in draft form only for physical education.
33. Opportunities for pupils to take the initiative in their learning are limited. Lesson planning does not make allowance for pupils to pursue their own enquiry and there is no evidence that pupils, especially older ones, engage in extended projects. Monitoring of the curriculum is at an early stage and taking place in core subjects, the foundation stage and design and technology only.
34. The school’s support for learning outside the school day is good. It includes the regular setting and marking of homework in all year groups and teachers provide verbal feedback to pupils and parents. The range of extra-curricular activities to extend pupils’ experiences is good and includes professional coaching for older pupils for cricket and tennis. There are good links with the community and pupils’ learning is enhanced by frequent educational visits including a residential trip to Manor Venture in Shropshire.

35. The school's provision for the pupils' spiritual, moral, social and cultural development is good and this reflects the findings at the last inspection. The strong Catholic ethos makes a significant contribution to the spiritual aspect of pupils' development. Prayers are said at the beginning and end of sessions and both class and school assemblies cover aspects of spirituality, emphasising what an important feature it is in the lives of all in the school. In an assembly for pupils in Years 1 and 2, the theme was "our inner light" and pupils were asked how this could be kept shining. They responded thoughtfully and offered such suggestions as "*prayer*", "*saying thank you*" and "*saying sorry*". Each class has an attractive religious education display and the school porch at the front entrance hall with its abundance of flowers further promotes this aspect. The school celebrates Christian festivals, feast and saints days, but could extend pupils' knowledge by promoting a wider understanding of other religions and their festivals. Teachers value their pupils' responses in lessons and often encourage them to reflect on qualities, feelings and values, further promoting their spiritual development. In Year 1, for example, pupils discussed "*good news*" in connection with Easter time and extended this to their own homes and families.
36. Opportunities for the promotion of pupils' moral development are very good throughout the school. Such opportunities chiefly arise through the understanding of school and class rules, stories and examples in assemblies and class lessons and the high expectations of behaviour by most of the adults who work in the school. These contribute successfully to the clear understanding by pupils of what is right and wrong and this is reflected in the generally good behaviour seen throughout the inspection week. There is a comprehensive system of rewards for both behaviour and effort in class, helping pupils to realise that they all have a responsibility to create a good learning environment. The school council, with representatives from every class, enables issues of fairness around the school to be communicated with staff. In both assemblies and in listening to stories, pupils are able to learn good principles of behaviour and to show respect for others.
37. Very good provision is made for pupils' social development. When children enter the foundation stage in the reception classes they are taught the importance of taking turns to speak, to share equipment and to care for each other's property. As they progress through the school, pupils benefit from the contact with adults who offer good role models for social interaction. In a wider context, pupils are actively involved in supporting charities for those in need, such as the Box for Christmas Appeal, The North London Hospice and Catholic Aid for Overseas Development. Social skills are further developed by the school's activity within the community. These include many local sporting events, choir festivals and concerts. Opportunities are also provided for pupils to make visits in connection with class work; for example, Year 4 visited the National Gallery and Year 1 were taken to the Science Museum. The school also helps to widen social opportunities through arranging visitors to the school such as the Seagull Theatre, where recently the theme of the presentation was bullying and family relationships.
38. Provision for pupils' cultural development is satisfactory. Pupils develop an appreciation of their own culture through literature, music, art, and assemblies and through the good provision of extra-curricular activities in both sport and music. There are very close links with the local church community where pupils attend services and sing carols at Christmas time. In assemblies, a variety of music was played to extend their knowledge of famous composers. Local businesses such as supermarkets, chain stores and restaurants of national repute offer pupils good links to the local commercial culture. Opportunities to raise pupils' multicultural awareness are insufficiently emphasised but they are not totally absent. In Year 5, pupils enjoyed dancing to African music, the Missa Luba. Lessons in history and geography enhance pupils' wider cultural experiences, such as the study in Year 2 of an African village, and Year 3 visited Verulamium supporting work on the Romans, whilst Year 4 studied the life and times of ancient Greece.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school provides a warm and friendly environment where children are well known by the staff and are welcomed and valued. Overall, the school provides satisfactory care for the welfare of pupils, which broadly confirms the findings of the previous inspection report. The procedures for monitoring and improving attendance, ensuring pupils' educational support and guidance and for monitoring and improving behaviour are good.

40. Staff show concern for the pupils in their care and parents feel that the school helps their children to become mature and responsible individuals. The caring attitude of the staff is a strength of the school. Good examples of this are the way that teachers listen carefully to pupils' comments and suggestions and, the very good care and attention provided by support assistants in the medical room. Several staff are trained in first aid, good records are kept of all incidents and treatment and parents are kept informed where appropriate. The school's procedures for health and safety are satisfactory.
41. The school has made some improvement in developing procedures for assessing pupil's attainment and progress. Performance in English and mathematics is monitored and the information used to set targets for improvement; as a result, high standards have further improved. Targets for pupils' learning have been introduced in the spring term for literacy, but, as yet, targets have not been considered for other subjects of the curriculum or for pupils' personal development, with the exception of pupils with SEN. The assessment of science is in the early stages of development. It is better in Key Stage 1 where a system of half-termly assessments has recently been introduced. In Key Stage 2, the intention is to introduce assessments in the Autumn term. The use of assessment information to guide the planning of the curriculum in most subjects is unsatisfactory, overall, as there is currently no consistent approach to the collection, analysis and use of assessment data in foundation subjects. The school has very limited experience of standardisation procedures to ensure the accuracy of teachers' assessments and has planned for staff training to take place. The use of assessment data for tracking pupils' progress and setting new targets for learning is also unsatisfactory. The lack of systematic procedures for monitoring prevents assessments that are taking place from having a noticeable impact on achievement. For pupils with SEN, their individual education plans are good and contain realistic, but manageable, targets that are regularly updated by the special educational needs co-ordinator (SENCO).
42. Procedures for monitoring behaviour are good and are applied consistently by the teachers, classroom assistants and some, but not all, midday supervisors. Pupils have participated in agreeing the school rules and all pupils in Key Stage 2 fully understand them. Most younger pupils, however, do not understand the wording of the rules displayed in the infant corridors and entrances, where they are referred to as 'ambassadors', but readily talk about how they are meant to behave. In lessons, teachers frequently give praise and recognition for good work and behaviour and these are celebrated in whole school assemblies. A number of parents raised concerns at the pre-inspection meeting regarding the unacceptable level of supervision at break-times, when qualified teachers were not present to supervise their children. Inspection findings support the notion that improvement in the way some midday supervisors control pupils' behaviour is required. The school has previously provided training in positive behaviour management of pupils, but some midday supervisors were not present. The school is aware of the parental concerns and agrees that the midday supervisors should receive formal training to ensure that pupils are supervised in accordance with the school's policy.
43. Good links are maintained with the educational social worker who, in conjunction with the school, checks patterns of pupils' attendance and punctuality. Concerns are raised by the school for the relatively small numbers of pupils having less than 80 per cent attendance, for appropriate action to be pursued by the social services. Procedures for completing class registers, however, are not followed rigidly by all teachers and are completed by the attendance administrator. Procedures for child protection are satisfactory. The designated person has a full-time teaching commitment and is supported in her work by the headteacher. She has not received training for approximately 18 months, but has received sufficient information from a qualified person to supplement her lack of formal training. However, this information has not been disseminated to all adults in school and some newer teachers are unaware of who the designated person is. Appropriate confidentiality is maintained and records of pupils are stored securely.
44. The procedures for monitoring pupils' personal development are satisfactory, overall. Whilst there is strong support given for their pastoral development, there are too few opportunities provided for pupils to take greater responsibility for their own learning, for example to exercise initiative and to develop their own independent research. Few opportunities are given in physical education lessons for pupils to evaluate their own or others pupils' performance in order to improve.

45. The library, although improved since the previous inspection, is not a welcoming area and has an insufficient range of book resources for personal research. It is not surprising that few pupils regularly use it to acquire information, nor does it have a dedicated computer from which to access the Internet or to extract information from other software or CD-ROMs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The overall quality of the school's partnership with parents is good and broadly reflects the findings of the previous inspection. Parents are pleased with the way that the school helps their children to become mature, that teaching is good and that teachers' have high expectations for pupils' personal development and academic progress. The greater majority believes that behaviour is good, but that attention is needed to train midday supervisors in managing the children's behaviour.
47. A number of parents, however, are concerned over several issues of school life. Regarding the amount of homework given, the school regularly provides information to parents by way of pupils' 'pocket post', despite parent's perceptions of lack of clarity of the school's expectations. When the homework policy is updated, it would be helpful to indicate to parents the range, quantity and frequency of homework required. Pupils' end of year reports are satisfactory, overall, but require improvement, as already recognised by the school. Whilst many reports give information on what pupils have learned in individual subjects, many others provide general information about pupils' attitudes, their response and the work covered. As a result, parents do not receive sufficient information about their children's progress and the reports do not fully meet statutory requirements. The school, however, provides two consultation evenings for parents and a third meeting in the summer term. Parents generally find these meetings helpful.
48. Over 20 per cent of parents do not agree that the school is well led and managed, but reported at the pre-inspection meeting that they believe the recent appointment of the deputy has already been effective in addressing many of their concerns. Inspection findings confirm that, following the deputy's appointment in January, much greater focus has been brought to bear upon many of the school's procedures and the overall management for teaching the National Curriculum. A significant proportion of parents, do not believe that the school works sufficiently closely with its parents. Inspection finds that the school's partnership with parents is good. Opportunities are given to parents to be involved in the work of the school, in supportive roles and through the 'Friends of St Monica's Association'. As a result, many parents help in classrooms and in the first aid room, act as midday supervisors and support fund-raising and social occasions. At the meeting, some parents were concerned that there was a lack of communication between the school and parents about SEN. The SEN teachers acknowledged that there was a breakdown in communication at one point in the recent past when a temporary teacher did not send out the relevant information. This is seen as a unique, although unfortunate, error on the part of the school and the opposite of normal practice. The Code of Practice is met well and policy makes clear good procedures for communicating with and involving parents.
49. The quality of information given to parents, overall, is satisfactory, taking into consideration the weekly newsletters, pupils' end of year reports, the school prospectus and the governors' annual report. The good quality weekly newsletters, first produced during the spring term, contain a wide range of interesting topics, notice of forthcoming events, reports of pupils' achievements and a weekly prayer focus. Parents receive notice of the topics to be studied by their children in the forthcoming term; the prospectus and annual governor's report are informative and friendly in tone. Many parents feel they do not have clear guidance as to what work their children are to do at home, but generally listen to their children read on a daily basis. More emphasis could be placed upon the development of reading diaries to improve the two-way communication with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school has a positive ethos that reflects its aims and values well. It is committed to improvement and to ensuring that pupils do well according to their individual abilities. Overall, the action taken since the previous inspection is satisfactory.

51. Many of the issues raised at the previous inspection are being addressed and receiving much closer, focused attention since the appointment of the deputy headteacher. The reorganisation and development of the senior management team has provided greater momentum for many initiatives to be introduced and monitored in a formal manner, although the notes of the senior management team meetings are not yet formalised as minutes of the meetings. Significant improvement is seen in the quality of teaching, which is now good, overall, compared to the previous high percentage of unsatisfactory lessons. High standards have been maintained in English and mathematics and the secure structuring of the science planning has now led to good improvement in attainment being achieved. Work is more closely matched to the needs of all pupils and improvements have recently begun in tracking the progress in pupils' learning in an effective manner. Further improvements have yet to be achieved, however, in the development of several subject policies and programmes of work. These include those for history and geography, design and technology, art and design and physical education, the provision of some hardware and software for ICT, the role of the subject co-ordinators and the policies for sex and drugs education and pupils' social and health education.
52. The quality of leadership and management is satisfactory, overall. The headteacher provides very good pastoral care for the pupils and support for the teaching staff. This is very effectively counter-balanced by the high quality leadership provided by the deputy in identifying and introducing new initiatives to school planning. There is a structure for co-ordinators to oversee the development of the work of the foundation stage and Key Stages 1 and 2. Within the constraints of restricted job descriptions, subject co-ordinators are committed to fulfilling their roles, but have yet to receive training to enable them to monitor teaching in their subject and to validate pupils' work against the national curriculum levels. The contribution of most foundation subject co-ordinators is ineffective and unsatisfactory.
53. The school priorities are fully appropriate to focus the school's attention. However, they are not clearly set out in the school development plan. This is being revised to provide a more effective management document with clearer indication of priorities, costings, success criteria, monitoring, cross curricular links and performance management.
54. The governing body is properly constituted, fulfils its statutory responsibilities well and is very supportive of the school. The chair of governors provides very good support and involvement, working effectively with the headteacher to ensure that all areas requiring attention are dealt with effectively, including staffing issues and the planning and development of school priorities. All other governors are also fully involved in the development of the school plan and have a clear awareness of the strengths and some of the areas for development. Several governors have links with subjects, particularly in English, mathematics and computer technology. They conduct informal monitoring visits and discuss issues with co-ordinators. This generally gives them a regular and useful feedback to support the work of the school and to gauge the quality of the daily life of the school.
55. The educational aims in the development plan are generally sufficiently supported by budgetary planning through a bids and needs process. Financial control is good and an allocation is made to subject co-ordinators. The administrative and clerical officers make effective use of computerised systems and the school buys the services of the local authority's bursar so that reports to governors are provided regularly. Prudent management of money has enabled the school to carry forward a higher than recommended sum of money, some of which arose by default through difficulty in recruiting supply teachers and some of which is set aside for resurfacing of the junior playground. Further sums are required to be spent, however, on providing sufficient resources for information and computer technology to fulfil the curricular needs and for providing a library that is able to be used by whole classes and for teaching library skills. The school is aware of some of these needs and is at the early stages of consultation to provide a new block to house the resources.
56. The SEN and curriculum governors work closely together and both are interested in all aspects of the curriculum. The SEN governor receives regular progress reports from both the SENCO and the SEN teacher. She is experienced and knowledgeable and has a particular interest in the development of more able pupils and the 'gifted and talented' and is working on how to identify these groups of pupils.
57. The school is fully committed to the equality of opportunity and to educational inclusion in its aim of providing for *'the education of every child in a loving and caring community'*. It is well on its way to

achieving this aim. All pupils have freedom of expression and opportunity irrespective of their background, as is shown by the secret ballot of school council members by their peers. Boys and girls receive equal opportunities and there is no segregation between them.

58. The school is well staffed with appropriately qualified teachers, who are well supported by a high number of classroom assistants, including the involvement of three student teachers on teaching practice. This provision is above the national average, but the staff makes a good contribution to the individual support and learning of pupils. There is a good level of personnel to support the learning of SEN pupils. The turnover of teaching staff is high compared to the average, but is well monitored by the governors; some teachers are not currently formally under contract, but appropriate discussion is being held by governors and the local education authority to ensure that the statutory conditions of employment are not disregarded. The arrangements for the induction of newly qualified teachers are good, with appropriate mentoring and tutor support being provided. The induction for new staff is satisfactory, although several are unaware of the school's procedures for child protection or the identity of the designated person. The school has completed the first round of performance management objective setting with staff and team leaders have been identified.
59. The school's accommodation is well placed to meet the demands of the curriculum. The school uses it efficiently, ensuring for example, that the two halls of good size are used throughout the day as a result of good timetable planning. In addition to physical education, they are used for hymn practice, music lessons and assemblies. The school grounds include a junior and separate infant playground, a large outdoor basketball court, a large wild environmental area and a separate environmental pond. The conscientious site officer and cleaners keep the accommodation clean. Weaknesses in the accommodation include the small library area, which is inadequate for older pupils to use for personal research or for whole class sessions.
60. The school's resources are satisfactory, overall, with the exception of some hardware and software in ICT, which are insufficient to meet the requirements of the curriculum, particularly in control and modelling and in design and technology. Good provision, however, is made in the foundation stage, English, physical education and generally for pupils with SEN.
61. Taking into account the high standards in English and mathematics and raised standards in science; the overall learning and progress made by pupils; the good levels of behaviour and relationships and the school's good ethos for learning, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. To raise standards and improve the quality of education, the headteacher, staff and governors should:
 - i. **Raise pupils' attainment in ICT in Key Stage 2 by:**
 - improving teachers' knowledge and skills in the subject (*paragraphs 23, 29, 124*);
 - monitoring teaching to ensure that it is adequate to enable pupils to make appropriate progress (*paragraph 120*);
 - providing additional hardware to support the development of control technology and software to support modelling (*paragraphs 10, 60, 122*);
 - developing pupils' access to the use of the internet and e-mail (*paragraph 120*).
 - ii. **Enable pupils to extend their improved skills to learning and research in other subjects** (*paragraphs 7,31,82, 89, 99, 114,118, 122, 123*).
 - iii. **Strengthen the effectiveness of the role of the subject co-ordinators by:**
 - ensuring that they monitor the quality of teaching and assess the standard of work achieved by pupils in their subject(s) more rigorously and that they are trained to do so (*paragraphs 33, 51, 52, 104, 136*);
 - using the assessment of pupils' progress to guide the planing of future work (*paragraphs 41, 99, 104, 109, 110,114, 115, 130*).

iv. **Develop and improve pupils' library skills by:**

enlarging and improving the library area to make it a more congenial place to study (*paragraphs 6, 45, 55, 81*).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:

- in some lessons pupils are given insufficient opportunities to take the initiative for their learning (*paragraphs 24,29, 33, 44, 74 76*);
- some subjects have policies and schemes of work that are incomplete and there is a lack of emphasis on skills development in some subjects (*paragraphs 32*);
- there is insufficient information given to parents about the school's expectations about homework (*paragraph 47,49*);
- reports do not give information consistently about pupils' progress and do not meet statutory requirements (*paragraph 47*);
- not all midday supervisors have received formal training in managing pupils' behaviour (*paragraph 46*);
- registers not fully completed by some teachers (*paragraph 43*);
- the designated person for child protection has not received recent formal training and some staff are unaware of who this teacher is (*paragraph 43*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	87
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	16	48	32	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	YR-6
Number of pupils on the school's roll (FTE for part-time pupils)	439
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs

	YR-6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	67

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	30	34	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	30	30
	Girls	34	34	33
	Total	64	64	63
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (100)	98 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	30	30
	Girls	34	34	34
	Total	64	64	64
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (100)	100 (98)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	35	28	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	32	32
	Girls	26	25	24
	Total	59	57	56
Percentage of pupils at NC level 4 or above	School	94 (94)	90 (94)	89 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	35	34
	Girls	27	26	26
	Total	60	61	60
Percentage of pupils at NC level 4 or above	School	95 (95)	97 (94)	95 (94)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	9
Black – other	4
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	1
White	389
Any other minority ethnic group	27

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	19.8
Number of pupils per qualified teacher	22.2
Average class size	31.4

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	221

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	923,840
Total expenditure	856,908
Expenditure per pupil	1,952
Balance brought forward from previous year	0
Balance carried forward to next year	66,932

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	420
Number of questionnaires returned	197

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	2	1	0
My child is making good progress in school.	52	42	4	1	1
Behaviour in the school is good.	42	47	9	2	1
My child gets the right amount of work to do at home.	38	45	12	4	1
The teaching is good.	54	40	3	1	2
I am kept well informed about how my child is getting on.	31	47	17	5	0
I would feel comfortable about approaching the school with questions or a problem.	59	27	12	2	0
The school expects my child to work hard and achieve his or her best.	59	36	3	2	0
The school works closely with parents.	29	45	18	6	2
The school is well led and managed.	30	44	13	8	6
The school is helping my child become mature and responsible.	46	43	5	2	4
The school provides an interesting range of activities outside lessons.	24	46	19	5	7

Summary of parents' and carers' responses

Inspectors agree with parents' positive views. Although they found the use of homework to be good, overall, they agree that clearer information should be given about what the school expects of its pupils about homework. Whilst the quality of information given to parents, overall, is satisfactory, they found that reports are not consistent in giving sufficient information about children's progress. Parents are generally very involved in the life of the school and inspectors view this aspect to be positive, although the school accepts that there has been the occasional breakdown in communication. Whilst a significant proportion of parents did not agree that the school is well led and managed, they felt, at the meeting, that the recent appointment of the deputy head had addressed their concerns. Inspectors agree with this view. They also felt the range of activities outside school was good compared with most schools.

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

63. The foundation stage at the school consists of two reception classes with a total of 59 children. The majority of children will have attended private nurseries prior to starting school. Assessments made when the children enter the school indicate that children's attainment is above that expected for their age and above the local authority average.
64. Teaching in the reception classes is good. Teachers and support assistants work well together to create a happy and secure learning environment for children at different emotional and maturity levels. Consistent classroom routines are well established and clearly understood by the children. Very little time is wasted on routine matters, ensuring that maximum time is spent on teaching and learning. Effective planning ensures that children have all the necessary experiences to enable them to achieve the early learning goals in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. However, there is only limited opportunity for children to act on their own initiative in lessons. This is especially the case in creative activities. For example, when painting the farm animals and making collage pictures of daffodils, there was over-direction by adults, resulting in children producing stereo-typed pictures rather than their own artistic creations.
65. Teachers build on the information gained from children's nurseries and home visits prior to their starting school. The school makes good provision for children under five in all areas of learning and they are well prepared for working on the National Curriculum at the appropriate age. The vast majority of children can be expected to achieve standards of attainment that go beyond the learning goals, in particular in communication, language and literacy, mathematics, and knowledge and understanding of the world. All staff have high expectations for the behaviour of the children. Through the positive introduction to these early learning experiences children make a good start to their education, enabling them to develop their practical and academic skills well.

Personal, social and emotional development

66. Good teaching promotes the children's personal, social and emotional development well. Children quickly settle into class routines and learn how to behave and respond in a positive way to adults and to each other. They arrive each morning eager to start with the interesting and enjoyable range of learning activities that teachers have planned for them. They are very enthusiastic for school and join in lessons keenly. They work well together in groups, learning to share resources and to help each other. Their personal development is enhanced by the good role models that teachers and classroom support assistants provide.
67. They work well in small groups, when they play with the farm puppets or in the farm shop. They share and take turns during games and during the speaking and listening sessions with an adult. They generally play well together during both indoor and outdoor activities. All children quickly learn to undress and dress themselves for physical activities. However, although they are given only limited opportunities to choose activities for themselves, they display good levels of concentration and perseverance when the opportunities arise.

Communication, language and literacy

68. The children's communication, language and literacy skills are promoted well as a result of good teaching. By the time they reach the end of the reception year most children are achieving beyond the Early Learning Goals and are beginning to work within the first level of the National Curriculum. The teachers help children to develop their speaking and listening skills by encouraging a constant dialogue with them and by praising their responses. By the time they are ready to enter Year 1, these skills are

very well developed. Children have above average reading and writing skills. They know the sounds of letters and can find words beginning with the letter such as “Z” for zoo and zebra crossing. They are able to write animal stories of several sentences using wordbooks and picture and word cards to support their spelling. They write about their mothers such as in these examples, “*I love my mummy because she buys me presents*”. “*My mummy cooks nice dinners*”. “*My mummy is good*”. Information and communication technology (ICT) is used well to support writing effectively in the foundation stage.

69. Children’s writing is of a good standard; their letters are clearly formed and sentences often have capital letters and some contain full stops. The teacher makes the development of learning letter sounds enjoyable and all children are well on the way to knowing the alphabet by the letter names. Children read their own written work with confidence and can talk about what they have written. They use language creatively while playing with the farm puppets and in the farm shop. They listen well and ask appropriate questions during the time in class set aside for assembly and can tell the teacher the different names given to ‘Mary’ the mother of Jesus and that they honour their mothers during the month of May. Children understand the importance of books and handle them with care. The majority of children read simple books with some support reasonably fluently. Some children are able to read back to the nursery nurse, “*I love dogs, they have puppies. They run a lot. They run fast.*”

Mathematical development

70. Children make good progress in this area of learning and respond well to the plentiful opportunities for them to develop their mathematical skills. In many lessons, the pace is lively and the good teaching both maintains children’s focus throughout the sessions and challenges all groups to do their best. Children have a good understanding of mathematical vocabulary and are able to make comparison of size between big and small animals. They are able to identify number names in the correct order and most children are able to count beyond ten. Children are beginning to understand written mathematical symbols for addition and subtraction and explain what these symbols mean. However, in one lesson some children became confused when the learning objectives were not explained to the class. It was not clear whether the main objective was to extend children’s understanding of the process of subtraction or the recording of it.
71. Children work well during shopping in role-play and several of them are quite capable of giving and receiving change for ten pence. In this lesson, teaching was satisfactory and would have been better had there been less emphasis on the recording of shopping sums which was introduced too early and hindered the development of mathematical concepts. Children’s mathematical development is above average. They can count forwards and backwards from a given number confidently and sing their number rhymes such as “*Ten green bottles*” and “*There were ten in the bed*” with understanding.

Knowledge and understanding of the world

72. Children enter the school with a reasonably well-developed knowledge and understanding of the world. The planned provision and good teaching ensures that these favourable learning conditions are built upon effectively in the reception classes. Children talk about special times such as birthdays and mothers’ day and visit the farm and learn the names of animals and their babies. They are able to match food produce to different animals from their teacher’s shopping bag quite successfully. However, there is the occasional understandable confusion, as when one child said, “*Beef burgers come from Burger King*”. The majority of children are able to match the milk and meat products to the correct animal basket, for example they know that bacon comes from pigs and milk from cows, and differentiate between fresh vegetable and fruit products and processed foods. One child points out that, “*Tomatoes and lettuce come from the farmer’s crop*”.
73. Children have the opportunity to plant seeds to grow their own vegetables and are able to explain what they are doing and what they need to do to ensure that the plans will grow successfully. The farm visit promotes discussion about old and new farming implements when the children study pictures and posters of farming equipment. They discuss the importance of the weather on the farming environment. Children are being taught to use the computer for a variety of purposes and are beginning to develop confidence in handling the mouse.

Physical development

74. Children have good opportunities to develop control of their bodies through physical challenges and activities, using the apparatus in the hall and large toys outside the classroom in a secure play area. They show awareness of their own and others' space and use their arms and legs effectively for travelling and stretching. However, during these activities there are missed opportunities for pupils to use their own initiative, because activities are completely teacher and adult directed. Children demonstrate considerable skill and self-discipline when queuing up to take their turn on the apparatus. They move with good body control, with confidence and safety, and are able to interpret their teachers' directions well.
75. Children's ball skills are good; they are able to throw and catch with considerable accuracy during an apparatus session in the play area. Children use their fingers with skill in writing and cutting, with the majority demonstrating above average skills of finger control and hand and eye co-ordination. Children with special needs in pencil control are effectively supported by appropriately designed activities and individual support.

Creative development

76. Adults ensure that the children have good opportunities for creative activities. Children create paintings and collages such as MacDonald's Farm, The Spring Walk and The Farm Animals, using a wide range of materials. However, adults are frequently over-directive, preventing children from taking the initiative and developing their own artistic potential.
77. Children make good progress in developing their music skills. They benefit from the teaching of a specialist teacher and clearly enjoy the experience of learning two-pulse songs and rhymes, using body percussion and moving in time to "See saw Marjory Daw". They are enthusiastic about circle games such as "Alice the camel" and "Charley over the ocean". Children are familiar with all the words to these songs and sing with clear diction and move in time. It would be helpful to the teacher if he was aware of all the children's names to attract their attention more effectively.

ENGLISH

78. The school has improved upon the good standards identified in the previous inspection when pupils were 11. Standards in the National Curriculum tests for reading and writing for seven-year-olds were well above both the national average and the performance of pupils in similar schools. The standards in English attained by pupils at age 11 were also well above both the national average and the performance of pupils in similar schools. The trend over time shows consistently good attainment at the end of both key stages. In particular, the performance of both boys and girls at the end of Key Stage 2 in the national tests exceeds the national average significantly in reading and writing, with boys attaining above girls in writing. The National Literacy Strategy has been very well implemented and is having a positive impact on pupils' literacy skills across the curriculum.
79. Pupils learning English as an additional language make good progress and achieve in line with their monolingual peers. Pupils with SEN also make good progress. Through the frequently good quality support they receive, these pupils build successfully on prior learning and achieve broadly in line with their peers. Equality of opportunity is good for all pupils.
80. At both ages seven and 11, pupils' attainment in speaking and listening is very good. Throughout the school, pupils listen intently to their teachers and to the contributions of other pupils. They are given good opportunities to share their knowledge and ideas and to share their written work with their class. The pupils' vocabulary is also developing well, with strengths in the use of technical language in all subjects. These aspects mark a notable improvement since the previous inspection. In Key Stage 1 for example, a Year 2 class studied "The Jungle Book" and showed a clear understanding of terms such as "extract", "author" and "illustrator". They were able to use a broad range of descriptive words to represent characters and actions accurately. In Key Stage 2, Year 4 pupils recited their Haiku poetry

with good attention to intonation. In Year 5, pupils performed in assembly with clear diction and good expression. In Year 6, pupils could explain the writing of diaries interpreting them as, *“Like a conversation with a best friend”*, and, *“Telling of things in the past tense like you would with a friend”*. One pupil thoughtfully explained the meaning of “staid” as, *“A bit old fashioned, cautious, not like a child”*.

81. Standards in reading continue to be a strength of the school. Inspection findings show that standards in reading by age seven are above the national average and are well above the national average by the age of eleven. These standards in reading and indeed in writing at age seven, are not quite up to the standard that last year’s national test results would suggest. This is because the general quality of teaching in Year 2, although satisfactory, is not sufficiently challenging or stimulating to compensate for any weaknesses in the cohort compared to the previous year. Pupils at the end of Key Stage 1 read clearly, at a steady pace, and with expression. They use letter and clues suggested by the context to identify words accurately and are able to self correct when meeting an unfamiliar word. They are able to retell the story they are reading and have clear ideas about the types of stories they prefer. They are able to scan ahead of the text confidently without needing to follow words with a finger. By the age of eleven, the great majority of pupils read challenging fiction and non-fiction texts with accuracy, fluency and expression. They are able to change their tone to represent the speech of different characters to enliven their reading. Pupils are also able to talk knowledgeably about their reading and their preferences. All pupils speak of enjoying their reading and many make use of local libraries. However, while pupils understand how fiction is classified in a library, their understanding about how non-fiction is classified is weak and suggests a need for further work on library skills. The school’s non-fiction library is under-used, as it is not an inviting “sit and browse” area.
82. At age seven, pupils attain good standards in writing. They organise and structure their work well. Established classroom routines throughout the school ensure that all written work is headed and dated. Handwriting is generally good and most pupils’ writing shows they have established an evenly formed and joined script by Year 2. Most pupils understand and use basic punctuation such as capital letters and full stops appropriately in their sentences and a number can use speech marks accurately. Spelling and an understanding of grammar are developing well. Pupils are also developing an understanding of story and poetry structure and confidence in creative writing. For example, pupils in Year 2 show an imaginative response in writing poetry, *“To capture the moment”*, and an awareness of structure in retelling “The Ugly Duckling” story in beginning, middle and ending segments. By age 11, there is an impressive amount and range of pupils’ written work and the standard is well above average. They have a good grasp of writing to match different occasions, for example, stories, descriptions, instructions, letters and reports. This marks an improvement since the previous inspection where too narrow a range of tasks was noted. Their stories indicate flair and imagination, enlivened by a wide descriptive vocabulary. They are able to present opposing arguments, in for example, presenting different views on topics such as *“Should children have homework?”* and *“Growing tobacco is good”*. However, there remains an insufficient use of ICT for pupils to word process drafts of their writing and to gather information independently.
83. Pupils’ attitudes to their work are good, overall. Behaviour is also good. Throughout the school, pupils show interest and a commitment to learning, as they respond well to a broad English curriculum and the general good quality of teaching.
84. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2 and good overall. This is a marked improvement since the previous inspection. Teachers throughout the school have a good understanding of the structure of the literacy hour and planning is very thorough. The pace of lessons, the quality of questioning and the selection and use of resources is of good quality. The good rapport between teachers and pupils helps create effective learning environments where objectives and expectations are clear. The care taken to match tasks appropriately to pupils’ attainment and needs ensures that the learning of all pupils, including those with SEN is good, overall. Higher attaining pupils are challenged well and attention to this aspect is improving steadily. The higher attaining pupils are frequently challenged effectively. Below average pupils are supported by carefully targeted work and the good quality support of classroom assistants. Pupils are given good opportunities to share their knowledge and ideas. Teachers also encourage them to contribute in demonstrations, illustrating the

focus of lessons. For example, in a year 1 lesson on blending 'a' and 'e' in words such as 'make', pupils held letter cards to form the words and those holding the 'a' and 'e' cards held hands to demonstrate how the letters worked together phonetically. This strategy effectively reinforced understanding. Teachers regularly encourage and praise pupils' efforts. Pupils have target sheets in their English work-books. These suggest small, manageable targets to guide pupils in improving their work. Pupils indicated that the targets were decided by their teachers. The strategy would benefit by greater involvement of pupils in deciding targets. Pupils' work is regularly marked and staff keep detailed records of pupils' progress. Marking is of a good standard and includes teachers' comments showing the way to improve. Homework, suitably linked to work in class, is set on a regular basis.

85. Management of the subject is good, with a committed and experienced co-ordinator given time to monitor the content and teaching of the subject. The literacy curriculum is about to be reviewed to meet the pupils' needs more exactly, particularly in relation to guided reading. Teachers have good opportunities for additional training, including most teachers observing good practice in other schools. The school has selected an appropriate focus on extending pupils' writing and to engage boys in reading, through, for example, the purchase of "boy-friendly" texts to encourage interest.
86. The resources for English are generally good and there is a broad and sufficient range of fiction. However, while the school makes good use of the local library and book loans service, the junior library and its use remains an outstanding issue from the previous inspection. Space is limited and the area is unattractively arranged and poorly furnished. The stock of information books is inadequate and not well classified. Whilst the stock of computer software for use in English lessons is improving, pupils have very limited opportunities for using computers for word processing their work or for acquiring information from CD-ROMS or the Internet.

MATHEMATICS

87. Most pupils on Key Stage 1, including pupils with SEN, make sound progress in mathematics and, by the age of seven years, standards are above average. These findings reflect the results of the most recently published National Curriculum tests in 2000. The school's performance was in line with that of similar schools. By the age of eleven, inspection finds that pupils are achieving standards that are well above average in comparison with most schools and with similar schools. Again these findings reflect the most recently published national curriculum test results. By age eleven, the school is maintaining the high standards reported at the time of the last inspection.
88. At age seven, pupils have a good knowledge of number and apply this well when answering questions in mental mathematics. They recognise odd and even numbers to one hundred and know that adding two odd numbers makes an even number. Pupils are effectively taught the strategies they need to help them understand how to add, subtract, multiply and divide. They make "new" sums, such as $14+9=23$ and $23-14=9$, to show that subtraction is the reverse of addition. Most pupils have a secure understanding of place value. They confidently find ten more or less than a given number, such as ten less than sixty-three, and can add and subtract two two-digit numbers. Because teachers emphasise the learning of and use of mathematics vocabulary, pupils are able to understand the different forms that questions can take. For example, when asked "*To find the difference, decrease by or subtract*" pupils know that they have "*To take away*". Pupils have a secure understanding of data handling. For example, teachers encourage pupils to notice the differences between a pictogram and a block graph and to look at all the information presented. When interpreting the data they ask pupils to explain how they arrived at their answers and this is helpful to pupils in understanding that different methods can be used to solve problems.
89. By the age of eleven, pupils work confidently in all aspect of mathematics. They have a good knowledge and understanding of related number facts, which they use to solve their mental mathematics problems. They have a very good understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000, and recognise the equivalence between decimals and their fraction forms. Good teaching of problem solving strategies using questions such as, "*What do I know?*" and "*What do I need to know?*" help pupils to develop good skills in solving problems, using more than one method. Teachers set challenging word problems to solve, which extends their powers of reasoning. They make good progress in their knowledge of shape, space and measures and find the

areas and perimeter of compound shapes that can be split into rectangles, and the area of a triangle, using formulae. Above average pupils can find the area and circumference of a circle. Pupils use their good knowledge of graphs in data handling in science and in their geography studies, for example, to discover *"How water is used in the home"*. Although the information is presented on computer-generated bar graphs and pie charts, generally ICT is insufficiently used to support learning in mathematics.

90. Pupils have very good attitudes to learning. They listen attentively and many are keen to offer answers to teachers' questions. For example, as their confidence grows, pupils in Year 4 respond enthusiastically to the challenge of finding three numbers, from those given, which are connected through subtraction. When given the opportunity, pupils co-operate well with each other. Problem solving activities such as *"Monty the mathematical dog"* generate much discussion about methods used. Most pupils concentrate well and work hard when working alone.
91. As at the time of the last inspection, the teaching of pupils aged six and seven ranges from satisfactory to good and is satisfactory overall. Pupils make sound gains in their learning. However, most make better progress in Year 1 as a result of the consistently good teaching. Some of the momentum is lost in Year 2, although pupils make satisfactory gains in all aspects of mathematics. By the age of 11, pupils have made good progress, as a result of the good teaching across the classes in Key Stage 2. The quality of teaching for these pupils, particularly in Year 6, has improved very significantly since the last inspection. The work is well planned and teachers are clear about what they want pupils to learn and how this is to be achieved. Pupils throughout the school who need extra help, such as those with SEN, are well supported by teachers and learning support staff and they make good progress.
92. The implementation of effective teacher monitoring procedures and the importance the school attaches to the professional development of teachers are key factors contributing to the significant improvement, particularly for pupils in Years 3 to 6. The good teaching is clearly related to most teachers' good understanding of the National Numeracy Strategy and good lesson planning and preparation. The work set builds well on pupils' earlier learning and in most lessons teachers plan effectively to meet the needs of pupils of different abilities. The tasks set offer appropriate challenge, that is demanding but achievable, for most pupils. Teachers explain the purpose of the lesson at the beginning so that pupils know what they are to learn and achieve the aims by the end of the lesson. This motivates pupils and enables them to know which skills and knowledge they need to apply.
93. In the best lessons, teachers encourage pupils to take responsibility for their own learning and provide good opportunities for pupils to work together and to apply their knowledge through problem solving and mathematical investigations. They use probing questions to challenge pupils' thinking and the methods they use enable the teachers to assess the progress pupils have made. Teachers encourage the use of correct technical vocabulary. The quality of marking is generally good and teachers' comments enable pupils to know how to improve their work. Where there are weaknesses in otherwise satisfactory teaching these are due to a lack of pace and a lack of challenge for some pupils. Most of this teaching is in Year 2.
94. The leadership of mathematics has improved since the last inspection and the subject is now well led. The subject co-ordinator has a very good overview of mathematics teaching and learning within the school and this is having a positive impact on the quality of teaching and learning. She has clear vision for the future development of the subject and is keen to build on the improvements in teaching and to raise standards further. Teachers do not always make full use of the resources for mental mathematics to ensure that all pupils are fully involved or to provide helpful assessment information. Arrangements for the assessment of pupils' learning are satisfactory, but the school does not yet make use of target setting to enable them to know what they have to do to improve.

SCIENCE

95. The results of the 2000 National Curriculum teachers' assessments in science at age seven showed that pupils achieved just above the national average. Inspection finds that standards are above average and are better than the teacher assessments would suggest. This is because there are doubts as to the accuracy of these assessments that were in the early stages of development a year ago. The

results of the National Curriculum tests when pupils are eleven show that standards are in line with the national average, but are below when compared with the performance of pupils in similar schools. Over the past four years, standards for pupils at this age have been rising and have been consistently above national averages until last year when attainment dipped. The main reasons why the results were down last year, is because the school adopted a new scheme of work for science and some gaps in the teachers' knowledge and understanding of the subject and the scheme may have adversely affected the pupils' attainment. Inspection findings show that attainment is above average. The school development plan has highlighted science as an area for development and teachers have worked hard to raise standards in the subject. Since the previous report, standards have improved in both key stages. Some science investigative work carried out by pupils is of very good quality.

96. An analysis of work in pupils' books, when they are seven, shows that there is a satisfactory coverage of the work expected, including life processes and living things, materials and their properties, physical processes and science investigations. There is an over-emphasis on photocopied materials, which limits the pupils' opportunities to develop their style of presentation. This is in contrast to the work in Year 1, where there is a satisfactory mix of worksheet activities and pupils' own writing. In a lesson in Year 1, the pupils investigated magnetic and non-magnetic materials. They were able to make a prediction, test whether they were correct and then placed each item into the appropriate group on the floor. Because most pupils thought that all metals were magnetic, the teacher extended the activity to investigate the magnetic properties of several metal objects, some of which were non-magnetic. There was great excitement when a pupil drew out a long chain of paperclips to demonstrate how strong the magnet was. *"The magnetism moves from the magnet down along the chain,"* was how one pupil explained what he saw. By the age of seven, pupils have carried out a number of investigations and are becoming familiar with the notion of a fair test. They are developing a good standard of presentation in their work, and draw clear diagrams correctly labelled.
97. By the age of eleven, work in pupils' books shows a good rate of progress in presentation, style, use of diagrams and graphs and the use of scientific language. *"We experimented with a pencil and a torch to show how shadows change in length. The shadow was shortest when we shone the torch from above."* Work produced by the majority of pupils is above average, overall, and the work produced by the high achieving pupils is well above. In general, there is a satisfactory mixture of photocopied work sheets and pupils' own written work. Pupils annotate their diagrams and graphs with well-written comments, *"We made paper helicopters to test air resistance. We found that the longer wings provided more air resistance and so the helicopter slowed down."* The proportion of investigative work is high and, builds effectively on the good practice gained in Key Stage 1, pupils following an adopted format, that gives clarity to their work and consolidates their understanding of the investigative process. There are very good opportunities for the use of numeracy skills throughout the school, for example in the use of decimal notation, estimations, data collection, interpretation of graphs and in the manipulation of data. Pupils investigated friction and used force meters, *"Forces are measured using a force meter, this gives the reading in Newtons."* Throughout the school, pupils with SEN are well supported by classroom assistants, are given work and materials that match their abilities and make good progress. All pupils are well behaved, respond positively to science activities, and develop a maturity in their ability to share and discuss together.
98. The teaching of science ranged from satisfactory to very good and was good overall. There were a number of strengths that contributed to the pupils good progress and learning:
- Most lessons had clear objectives written up so that pupils could see clearly the content and purpose of the lesson. *"Today I want you to design an investigation to find out what affects evaporation."* Having talked through an earlier lesson on evaporation, the teacher quickly allowed the pupils to work in small groups to discuss how they would carry out their task, motivating the pupils well.
 - The majority of lessons had a good pace that added challenge and focused the pupils on their tasks. Teachers worked hard at providing a stimulating introduction and provided appropriate resources to add interest.
 - Most teachers matched the work to all pupils' abilities and allocated any extra support judiciously to where it was most required. Frequently, teachers ensured that lessons are built on previously learned knowledge and understanding through the use of skilled questioning to bring out pupils'

understanding and to gauge whether pupils are ready to move on to the next stage of learning. A Year 3 teacher asked, *“Why is it easier to use a table to record your results?”* The pupils had to think hard about their previous investigations in order to respond.

- Teachers’ good subject knowledge has a direct effect on the pupils’ learning. Most teachers are very clear as to the routines of a science investigation. In one otherwise satisfactory lesson, however, there was a lack of clarity over the process of pollination in plants and this detracted from pupils’ learning.
- Teachers’ marking is generally supportive and helpful, and values and rewards pupils’ efforts. In one book the teacher had written, *“Excellent explanations, good observations, well written reports, super use of science vocabulary.”* In another, the teacher said, *“Your answers and pictures show a good understanding of the effects of air resistance.”*

99. Since the previous inspection, the co-ordinator and teachers have done much to raise the profile of the subject, to increase the proportion of investigations offered and to raise standards. Information communication technology is not used appropriately in the support of science across both key stages. The assessment of science is at an early stage of development. It is better in Key Stage 1 where a system of assessment has just begun. However a more rigorous system of assessment needs to be put in place in Key Stage 2 to help track pupil progress. Resources are satisfactory but the school could provide more quantity and quality to help raise interest and involvement further. Little use is made of the school environment to support learning in science, which is a lost opportunity.

ART AND DESIGN

100. No lessons were seen in Key Stage 1. Judgements about the standards for these pupils, therefore, are based on an examination of pupils’ work displayed in classrooms and around the school. Inspection findings show that attainment broadly matches those expected for pupils’ ages. Art skills and techniques are not consistently developed across the school. For example, some work produced by pupils in Years 4 and 5 are of a higher standard than the work of Year 6. Standards for 7-year-olds are similar to those reported at the time of the last inspection. There has been improvement in the standards achieved by 11 year olds, although drawing skills are still under-developed.
101. Teachers plan their work so that six and seven year old pupils have experience of drawing, painting, printing and collage. By the time they are seven, pupils have experience of observational drawings and these show that they are beginning to develop a sense of shape and use of shading. However, the development of their skills through larger scale drawings is limited when they paint photocopied enlargements of their original drawings. Pupils have good opportunities to learn about well-known artists and produce paintings in the style of Kandinsky and Rousseau. These tend to be produced in identical fashion, without pupils being given the freedom to interpret the style, as they feel appropriate. Pupils look carefully at the colours in the paintings and make good use of their colour mixing skills to match those used by the artist. Similarly, in their work depicting an African sunset, with elephants and zebras, the animal silhouettes are produced, using identical templates. However, the paintings based on African patterns suggest that pupils have looked closely at the different artefacts and pictures and incorporated these into their designs.
102. Older pupils experience a range of activities, involving pencil drawing, painting, printing and three-dimensional clay work. Well-planned projects give pupils an opportunity to study artwork in a range of styles and form. They are encouraged to learn about and apply the techniques used by well-known artists. In common with the younger pupils, they do not have sufficient opportunities to develop their own ideas and style. By the time they are eleven they have satisfactory colour mixing skills which they apply when working in the style of artists such as Cézanne and Monet. They have a good understanding of the work of Clarice Cliff, her characteristic use of shape and colour and what influenced the development of her own style. They apply this knowledge to their own work. They explore and draw objects, such as plants or a pot of pencils, which show a sense of shape and line, but their drawing skills have not been systematically developed and this is an area of weakness. However, work in Years 4 and 5 shows that pupils have studied the objects of their drawings very closely. The monographs of animals by pupils in Year 4 show that they have accurately recorded what was observed and have made good use of line to note subtle changing patterns in fur. Drawings of training shoes by pupils in Year 5, inspired by a poster, show confident and bold use of colour and accurate and careful attention to detail.

103. The quality of teaching in the lessons seen was good and has improved since the last inspection. Teachers plan lessons well and have a clear focus. In some classes, they develop pupils' skills in selecting and recording visual information in sketchbooks. For example, pupils in Year 5 explored the local area, looking at patterns and designs found on buildings. They made sketches and back in the classroom made use of digital photos to study the patterns in greater detail. Teachers engage pupils in well-organised and purposeful activities that relate well to other subjects of the curriculum, for example, history. The projects give pupils the opportunity to gain experience in using the techniques and skills they have acquired. However, they tend to be over-directed and pupils do not have enough opportunities to take the initiative in their own learning and develop their own creative ideas. Teachers monitor pupils' work well in lessons and make good use of well-timed interventions to review work in progress or to remind pupils how to carry out the next stage of the work. In the best lessons, pupils are encouraged to evaluate their work and make improvements. For example, in Year 6, the class looked at examples of the designs in the style of Clarice Cliff and evaluated them against the original learning intentions. Pupils enjoy the art and design activities and work with interest, purpose and concentration. They co-operate well when sharing resources and talk to each other about their work. This makes a good contribution to pupils' social development.
104. Since the last inspection, the school has adopted a published scheme of work. However, this is now out dated and in need of revision. Sketchbooks are not used regularly; there are only a few entries in these and pupils do not have sufficient opportunity to see their skills develop. Leadership of the subject does not sufficiently influence the development of art. Although a start has been made on developing assessment procedures, there are no clear plans to show that the strengths and weaknesses in the subject are recognised. The management of the subject in monitoring, evaluating and improving performance is, therefore, unsatisfactory.

DESIGN AND TECHNOLOGY

105. Only one lesson, in Year 4, was seen during the inspection week. There was too little evidence to make a judgement about standards and attainment in Key Stage 1. Judgements in Key Stage 2, are based on an analysis of pupils' work, teachers' plans and on discussions with pupils and are limited to standards.
106. Attainment at age 11 is judged as very good, with the quality of pupils' work being well above that expected for pupils' ages. This marks a notable improvement since the previous inspection, where attainment at age 11 was considered below expectations. Satisfactory to good examples of made products were seen in the younger year groups in Key Stage 2. In Year 3, pupils had designed and made boxes for a new breakfast cereal, selecting a type face, slogan and promotional offers to attract purchasers. Their work was of a good standard. In the lesson in Year 4, pupils worked confidently and efficiently in making a lighthouse, using a simple electric circuit to light the bulb. Some had proceeded to create bases to stabilise their product and others were considering various ways of covering their container to look more like a lighthouse. One pupil wondered whether he could turn his container into a torch, but said, *"It would need a more powerful battery and lamp,"* to be useful. Pupils used wire cutters and scissors carefully. The standard of work was good. In Year 5, pupils designed and made musical instruments using balsa wood, card and string to a satisfactory standard. There is evidence that pupils in Year 5 have produced biscuits, cakes and containers for a successful food technology topic.
107. In Year 6, pupils planned well for a project to design and make a fairground roundabout later in the term. Another project to design and make slippers was of a very good standard. The work of pupils with SEN showed similarly high quality. The products suggested originality and awareness of purpose, whether designed for an adult, a teenager or a child. In conversation, the pupils were able to explain what influenced their choices of styles and materials, and what changes they would make if they were to repeat the project. For example, they knew care would be needed to avoid sharp corners or decorations on a child's slipper. The pupils' ideas progressed from a design brief and involved research into styles, materials and costs. Some pupils used home computers to look for additional information on the Internet. Their findings and evaluations were well word-processed. This had clearly been a positive learning experience and pupils realised the extent of preparation which goes into a commercial product.

One pupil said, *"I can never walk past a shoe shop window now without thinking of my project"*. One minor weakness was in the costing of their product, as pupils had not fully considered the time costs for themselves as producers.

108. There is insufficient evidence to make a judgement about teaching, although teaching was good in the one lesson observed, with strengths in subject knowledge and the management of pupils and in resources. Teaching plans show that design and technology is blocked each half term for each year group and that it covers the National Curriculum programme of study. In this lesson, all pupils, including those with SEN, made good progress. However, there are indications that some practical skills, in the use of equipment such as small saws, drills and screwdrivers, for example, are not taught sufficiently and that design briefs can be over-prescriptive. The school has too small a collection of saws and drills and tool resources, generally, to be adequate for its size and pupils in Year 6 could not remember whether they had used them.
109. Whilst design briefs for the Year 6 classes encouraged a more individual response, the work of projects in earlier years is very similar and does not always show the results of investigation and evaluation. There also needs to be a more regular use of information and design and technology to support the curriculum.
110. Pupils respond well to design and technology activities. In the one lesson observed, pupils worked hard independently and in pairs and were keen to help each other. Pupils in Year 6 had clearly enjoyed their project and were complimentary about the work of others. The standard of behaviour is good and pupils are capable of growing independence in their projects and in using a broader range of tools.
111. The school has recently appointed a co-ordinator for the subject who will take up this responsibility in the autumn. In the interim, the monitoring of plans is undertaken by the school's senior teachers, but there has been insufficient emphasis on the monitoring and evaluation of pupils' performance. The new co-ordinator will also be responsible for updating the policy and for reviewing the curriculum and resources. Tool resources are recognised as insufficient to teach adequately all the key design and technology skills.

GEOGRAPHY

112. Only three lessons were seen during the inspection, two of these in Key Stage 1 and one in Key Stage 2. Judgements are based on a limited range of previous work, teachers' planning documents and on discussions with pupils and staff. At the last inspection, standards were identified as being in line with national expectations. This inspection finds that those standards have been broadly maintained. The range and depth of topics studied meets the requirements of the National Curriculum, but is not sufficiently challenging, in particular for above average pupils. There is an over-emphasis on the use of worksheets providing pupils with limited opportunity to use their own initiative. On the limited evidence available, all pupils, including those with SEN, make satisfactory progress.
113. In Year 2, pupils develop their sense of location and contrast two different localities. For example, they gain an appreciation of lifestyles of people who live in West Africa and compare it with their own. In Year 1, pupils demonstrate mature understanding about safety features that would improve road safety outside their school. They think carefully about what, how and who would help to improve safety through study of their immediate environment. More able pupils write at considerable length about these safety features. They understand the need to draw on wider influences to achieve their safety objectives, such as a zebra crossing or traffic lights, by writing a letter to the local council.
114. By the age of eleven, pupils demonstrate their knowledge and skills in their studies of a range of places and themes. They are developing their enquiry skills and their knowledge and understanding of environmental change, satisfactorily. They use maps, identify and label world oceans, major continents, capitals and mountain ranges. They are able to write a convincing letter to the editor of a newspaper, expressing their concerns over the effects of pollution on the environment. Pupils understand and use geographical terms correctly. During the inspection, pupils in one of the Year 4 classes showed their ability to relate topography in the field to representations on their maps. On their

walk around Conway Park they successfully observed and noted environmental amenities as well as nuisances, such as the pond and benches and graffiti and litter and marked these correctly on their maps.

115. Too few lessons were observed to make an overall judgement of teaching in the subject. However, the teaching that was seen during the inspection ranged from good to very good. Teachers' lesson planning and preparation are good. Effective questioning and high expectations for learning and behaviour during lessons result in pupils having good attitudes and they respond with enthusiasm, making good progress during lessons. However, there is insufficient opportunity for pupils to follow their own lines of enquiry. By age eleven, pupils are insufficiently engaged in extended enquiry and the use of ICT to support their project work is limited.
116. Arrangements for the assessment of geographical skills, knowledge and understanding are unsatisfactory. Assessment information is not used effectively in guiding curricular planning for different groups of pupils. Resources to support pupils' learning have been improved and there are adequate reference materials and other resources. Good use is made of the local environment and residential visits and this is having a good impact on pupils' learning.

HISTORY

117. During the inspection, six lessons were observed, but these were all in Key Stage 2. It was not possible to observe any lessons at Key Stage 1. In addition to the lessons in Key Stage 2, judgements are based on evidence gathered from teachers' planning, pupils' work and discussion with staff and pupils.
118. At the end of both key stages, standards are in line with those that would be expected for pupils' ages and these findings are similar to those reported at the last inspection. By age seven, pupils develop an understanding of time through simple sequencing of events. They compare seaside holidays in the past with the present day, noting the games children played and how mum did the washing, using a tub, washing dolly and mangle. They have listened to stories of people and events from the past writing about Florence Nightingale and life during the Crimean war. Pupils have learned to develop historical questions such as "*Were schools the same then and now?*" and "*Which is the oldest, and newest?*" In Key Stage 2, pupils develop good factual knowledge of Victorian Britain and how life changed during that time in Enfield. Pupils write in great detail on child labour in the coalmines and present their work in interesting ways. By age eleven, they are gaining an understanding of what life must have been like for children during World War 2 and the need for evacuation to the countryside. They are developing a sense of chronology, using dates and terms correctly and demonstrating knowledge and understanding of people, periods and events of history. They identify and explain different ways of representing and interpreting the past and are able to communicate their findings in a variety of ways. Pupils are knowledgeable about current affairs when comparing crime and punishment during a history lesson, they are able to explain confidently that, "*Hostages means people are held for a ransom*" and, "*A crime is when you do something wrong and it's against the law.*"
119. No judgement can be made about the quality of teaching in Key Stage 1, but in Key Stage 2, the quality of teaching ranged from good to satisfactory and is satisfactory, overall. Lesson planning is also satisfactory overall. In the good lessons, pupils' interest is captured through skilful questioning and interesting resources as seen in a lesson comparing Tudor and modern times' crimes. The learning needs of the pupils, including those with SEN, are being met successfully, enabling all to make contributions to the lesson. Learning about historical fact as well as pupils' ability to reflect on moral issues and reasoning skills are being developed. Teachers' subject knowledge is secure and they are adept at focusing the activities of groups and individual pupils. However, there is insufficient opportunity for pupils to follow their own lines of enquiry. Pupils are insufficiently engaged in extended historical projects and the use of ICT to support their learning is very limited. As a result, above average pupils fail to realise their full potential. Classroom assistants note pupils' responses as a form of ongoing assessment. However, the assessment of pupils' knowledge and understanding is only just satisfactory. The use of assessment information to guide planning of the curriculum for individual and

groups of children is unsatisfactory. Based on substantial evidence in Key Stage 2 and limited evidence in Key Stage 1, all pupils make satisfactory progress, including those with SEN.

120. Resources for the subject have been improved upon since the last inspection and these are now satisfactory. Good use is made of visits to museums and the National Gallery where pupils have the opportunity for careful observation and listening to talks about the exhibits. The monitoring and evaluation of the subject's performance are unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. The last inspection report stated that standards in both key stages were in line in with expected standards in most aspects of ICT. National expectations in the use and application of ICT have risen significantly over the last few years and, with the older pupils, the school has not kept pace with these developments. By the end of Key Stage 2, therefore, standards are below what is expected nationally. Standards at the end of Key Stage 1 are in line with national expectations. There are a number of factors which have given rise to these findings:

- although the majority of staff have undergone the New Opportunities Funded training, most teachers' knowledge and understanding is still below that required to get the best out of pupils;
- there is a lack of hardware such as additional equipment to support the development of control technology and additional programmable robots;
- there is limited software to support the modelling aspect of ICT especially in history and geography;
- access to the internet and the use of e-mail, by pupils is still underdeveloped; and
- there has recently been a period with no co-ordination of ICT and therefore no monitoring of teaching.

122. In Key Stage 1, pupils are developing capability with a wide range of useful software. From the good experiences gained in the foundation stage, seven-year-old pupils are able to use a simple word processor, for example to write a letter to Florence Nightingale. In Year 1 they used "Word-Art" to create their names in interesting shapes and colours. "My World" software is used well to support a variety of subjects such as the labelling of parts of a plant to support science and to design a series of roads for work in geography. Sequencing skills are well developed through the use of "My World" ordering programs such as Dress the Teddy and The Three Bears. Sequencing skills are also developed through the use of the Roamer. In Year 2, the teacher introduced the lesson with, "*We're going to meet our friendly Roamer again!*" and the pupils became very excited. They entered sequences of commands to make the Roamer visit various places along a road marked out on a long piece of card. They entered their commands accurately and their numeracy skills were enhanced by the requirement to estimate the distances covered. Numeracy is further supported in Year 1 through the use of graph drawing software where pupils become familiar with pictograms and bar charts to illustrate their favourite pets. Pupils in Year 2 used a graphics program effectively to create examples of reflective symmetry.

123. By the age of eleven, attainment and progress in the use of ICT is unsatisfactory. Only one lesson was observed, in Year 5, where the teacher made good use of screen printouts to demonstrate aspects of a particular program. With generally one computer per classroom, pupils do not have enough opportunity to develop their knowledge, skills and understanding, and teachers find it difficult to organise their classes in such a way as to provide their pupils with more access to the technology. The emphasis throughout the key stage is chiefly on word processing and most pupils make satisfactory progress in this area of ICT. Pupils are able to insert clip art to illustrate their writing, such as pupils' favourite fables in Year 3. However, there is unsatisfactory progress in other aspects, such as desktop publishing and multimedia work. Pupils in Year 6 have had experience of a simple database and have carried out searches and sorts on birds, but have not used the more complex logical "AND" and "OR" searches. They have used a spreadsheet and are able to insert simple formulae to help them plan food for a party. However, there is unsatisfactory progress in the development of sequencing skills, using a programmable robot or screen Logo, and the lack of availability of appropriate software for control technology prevents them from applying the control language to switch outputs such as lights and buzzers. Overall, pupils do not use ICT to support their learning effectively in other subjects.

124. Teaching is satisfactory in Key Stage 1 where the recently adopted scheme of work is beginning to have a positive impact on standards. There is limited evidence to judge all aspects of teaching in Key Stage 2, but it is clear from the pupils' work and their lack of progress, discussion with pupils and teachers' planning, that the overall quality is unsatisfactory. Appropriate software needs to be identified to support the units of work and these units need to be integrated into a wider range of curriculum subjects ensuring a progressive development of ICT skills. The use of ICT to support pupils with special educational needs is good. There is a good range of software used to support the development of language skills. There is a need for a planned programme of monitoring of standards and teaching.
125. The previous co-ordinator produced a very good development plan for ICT and this remains a working document that will be used by the new co-ordinator. The school has made progress in the provision of hardware through funding from the National Grid for Learning. By the time of the inspection, 17 laptops had been delivered to the school and are expected to have a positive impact on pupils' attainment and progress. The school has two flatbed scanners and a digital camera. The school has plans for a new resource room to be built at the front of the school where a suite of computers will be housed. However, the improvements in resources will only be fully effective if the teachers' knowledge and skills are increased commensurately.

MUSIC

126. It was not possible to observe any music lessons in Key Stage 1 apart from singing practice. At the age of 7 the standard of pupils; singing is above average. By the age of 11 pupils achieve standards in singing and in their understanding and musical knowledge that are above the level expected. However, their composing skills are below the level expected, as they have too few opportunities for creating and developing musical ideas. The high standards of singing reported at the last inspection have been maintained, but the recommendation to increased opportunities for composing has not been implemented.
127. Seven year olds sing enthusiastically. They have a well-developed sense of pitch and match their voices accurately to the melodic shape and the different pitches within the songs, singing with clear diction and expression. They hold the melody line accurately when singing a two-part song. Pupils enjoy action songs, such as "Sing and jump for joy" and maintain a steady beat when clapping or moving as an accompaniment to the singing.
128. At the age of 11, pupils sing confidently and tunefully, with attention to phrasing and diction. Their expressive performance shows that they are aware of where to place the correct emphasis to convey the mood and meaning of the words. They control changes in dynamics and tempo well, adapting their voices to changes in volume and speed, as within "Close every door". In Year 4, pupils' ability to sing from sol-fa hand signs and notation is very good. The composing skills of 11-year-olds are under-developed. Pupils are given opportunities to use sounds to describe an image in a story, for instance, a scary house, but this is at the very basic level of generating sound effects. They are not given opportunities to use their musical knowledge and understanding of rhythm and pitch, or skills gained in instrumental lessons to combine the different elements of music and develop ideas into a musical structure. There are no opportunities for pupils to use music technology.
129. The quality of teaching and learning is satisfactory, overall, but not as good as that reported at the last inspection. Lessons build on pupils' previous learning and the teacher's good knowledge of the scheme, which is based on the method devised by the Hungarian composer, Kodály, ensuring effective development of pupils' singing and rhythmic skills. In spite of the un-stimulating style of delivery and a rapport with the pupils which is below that expected, most respond well to the opportunity for making music.
130. In addition to pupils' learning during lessons, there are valuable opportunities for pupils to sing in the choir or further develop their instrumental skills through playing in the school orchestra. Both groups perform to a high standard.

131. The subject leader works hard to maintain the very high standards achieved by the choir and orchestra. A high proportion of pupils, (about 90), take the opportunity to learn an instrument. There are regular opportunities for pupils throughout the school to take part in performances. For example, in Year 6, pupils were seen practising for their performance of “Joseph”. There is no action plan in place to ensure that areas of weakness in the music curriculum are addressed or that pupils have the opportunity to fully realise their musical potential. Moreover, taken together, the monitoring and evaluation of pupils and the school’s performance in the subject are unsatisfactory.

PHYSICAL EDUCATION

132. Standards are broadly at the level expected for pupils’ ages throughout the school. These standards are similar to those reported at the last inspection. During this inspection, lessons were observed in games, gymnastics and dance and all statutory aspects of physical education are taught. In Year 5, pupils have swimming lessons in a local swimming pool for part of the year, and the school reports that most are able to swim a minimum of 25 metres and many are able to swim more, by the time they are ready to leave the school.
133. In Year 1, pupils enjoy their gymnastics lesson in the hall. They respond well to good teaching and follow their teacher’s instructions carefully. The standard of performance is variable, but on balance is in line with that expected for pupils’ ages. For example, in the warm-up, some pupils are able to follow the lead of their teacher and practise their star jumps in time to the given rhythm and with increasing control. Some pupils, however, have a long way to go to develop their co-ordination. On the apparatus, including the climbing-frame, the high stool and benches and the mats, they show basic control and better co-ordination as they develop their skills on these resources. They recognise the difference between a stretched and a tucked position and make good progress. All pupils enjoy this lesson and try to do their best. They respond well to their teacher’s judicious use of praise and, less frequently, her admonitions to ensure that everyone remains on task.
134. In Year 4, lessons were seen in both classes. In both, attainment was broadly appropriate for pupils’ ages, but, because of the differences in the quality of teaching, there were significant differences in learning in both lessons. In a good lesson, taken by a support teacher with an interest in physical education, and not the class teacher, the class learns how to handle a ball with a racket. Although the pupils do not have much experience of these activities they enjoy them and respond well to good teaching, making good progress. The main reason for this good teaching is the teacher’s good subject knowledge, enabling her to plan and manage the class well. Pupils’ understanding is assessed well through the use of effective questioning before they are sent to conduct their activities, “*Do you understand what you have to do? Are there any problems?*” The lesson in the parallel class took place in the hall, the focus being gymnastics. This lesson was unsatisfactory because the teacher failed to develop the pupils’ balancing skills beyond their current abilities and there was generally insufficient emphasis on skill development. There was no requirement to develop balance composition nor enough time given for pupils to review their own and other’s skills. This was a disappointing outcome to a lesson that had begun with the teacher giving very clear instructions and who possesses excellent management skills to which the pupils respond well.
135. In Year 5, lessons were seen in one class in both indoor athletics and dance and in the other in games. In the athletics lessons, the teacher had high expectations of her pupils’ performance and there was appropriate emphasis on skill development, flowing from the teacher’s good subject knowledge. All pupils made good progress in developing their skill in throwing with both one and two-handed overhead throws and their performance was above average. The whole class was fully involved in this lesson, listened very well and worked very well in their groups. In the dance lesson, the same teacher displayed confidence in showing her class what needed to be done. The class was well managed and pupils created effective dance movements to the African music of Missa Luba. Some of the pupils (especially a minority of boys) were self-conscious, but the overall standard is broadly up to that expected for these pupils’ ages. In the parallel class, which a support teacher with an interest in the subject takes, the lesson was well managed and she has good relationships with the class. Even in this otherwise good lesson there was a readiness to get on with the game of *kwick-cricket*, but insufficient emphasis on skills development, such as emphasising the technique of bowling with a

straight arm and holding the bat correctly. Pupils are in the early stages of learning these skills and make satisfactory progress. Their introduction to cricket is a positive experience and they make good progress in becoming familiar with the rules of this simplified form and in enjoying the game.

136. In Year 6, the lesson objective was to apply the skills of batting, fielding and bowling in a game situation and to learn fielding techniques. The standard of batting, fielding and bowling was broadly in line with those expected for pupils' ages. The quality of teaching was satisfactory and would have benefited from more emphasis on developing pupils' skills with the ball before introducing the game to be played. Few opportunities are given in physical education lessons generally, for pupils to evaluate their own or others pupils' performance in order to improve.
137. The amount of time allowed for the subject is generous, but is not always used efficiently. This is because there has been no co-ordinator for physical education for some years. The development of pupils' progress and teaching is not regularly monitored and continuity in the curriculum is inconsistent. For example, there is an absence of consistent emphasis on skill development and there is some repetition in the curriculum. This is why, although in most of the lessons seen teaching was good, pupils' attainment, overall, is no better than that expected for pupils' ages, as skills are not systematically developed. The level of expertise in physical education varies considerably among the staff and the school does well to use the knowledge of some staff to cover for those less secure in the subject. The school intends to appoint a co-ordinator for September. The policy has been redrafted and the scheme of work being used in practice lacks cohesion in its current form. Resources for the subject are good and appropriate regard is given to the health and safety aspects of the subject.