

# INSPECTION REPORT

**SOUTHBURY PRIMARY SCHOOL**

Enfield

LEA area: Enfield

Unique reference number: 102014

Headteacher: Mr D Bryant

Reporting inspector: Mr Brian Rowe  
1695

Dates of inspection: 25 – 28 June 2001

Inspection number: 192741

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:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Swansea Road Enfield
Postcode:	EN3 4JG
Telephone number:	020 8804 1710
Fax number:	020 8804 1050
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms Barbara Munson
Date of previous inspection:	17 March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Brian Rowe 1695	Registered inspector	Physical Education	What sort of school is it? How high are standards? (results and achievements) How well are pupils taught? How well is the school led and managed?
Husain Akhtar 9561	Lay inspector		How high are standards? (attitudes, behaviour and personal development) How well does the school care for its pupils? How well does the school work in partnership with parents?
Karen Tomkins 23475	Team inspector	Mathematics Foundation stage Special educational needs	How good are curricular and other opportunities?
Sandra Teacher 10270	Team inspector	Science Design and technology Religious education Equality of opportunity	Spiritual, moral, social and cultural development.
Russell Grigg 32048	Team inspector	Information and communication technology Geography History	
Ali Haouas 15023	Team inspector	English Music Art English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

Southbury Primary School is situated in the Ponders End area of the London Borough of Enfield. It takes pupils aged 3 to 11 years and most are from the immediate locality. There are 394 pupils on roll, 213 boys and 181 girls, in 14 classes. In addition, children attend the Nursery class on a part time basis, 29 in the morning and 26 in the afternoon. The school is much bigger than the average sized primary school. The school's intake reflects the cultural and ethnic diversity of the area. The proportion of pupils (43 per cent) who speak English as an additional language is very high. Approximately 12 per cent of pupils are at an early stage of learning to speak English. Over 20 different languages are spoken with Turkish, Kurdish and Bengali being the most common. Pupils have a wide range of backgrounds, but the proportion from disadvantaged backgrounds is much higher than average. Some families frequently change their home and the high level of pupil mobility means that the proportion who start and finish their education at the school is much lower than usual. There are 174 pupils (42 per cent) on the school's register of special educational needs; this is well above the national average. There are six pupils with statements of special educational need and this is higher than average. Nearly 40 per cent of the pupils are eligible to free school meals; this is above the national average. Children enter school with standards which are well below average for their age.

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

This is a very effective school. Pupils achieve well and by the time they leave school, they attain standards that are close to the national average. Standards in comparison to those in similar schools are mostly above average. Teaching is good, and is a key factor in pupils achieving well, making good progress and enjoying their education. In the Foundation Stage, 40 per cent of teaching is very good, the remainder is good and this ensures the children make a very good start to their education. The school takes into account the needs of all groups of pupils and this enables them to play a full part in the life of the school; relationships between pupils and pupils and staff are very good. There are good arrangements to ensure the inclusion of all pupils, but not a consistent whole-school approach to cater for the needs of pupils at an early stage of learning English. The quality of management is very good and the outstanding leadership of the headteacher has resulted in the school making very good improvement since the last inspection. The school gives good value for money.

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

Pupils achieve well and make good progress throughout the school, especially in mathematics and science.

The quality of education in the Foundation Stage ensures children make a very good start to their education.

The very effective teaching and very good support from the teaching assistants



significantly contributes to the pupils' all round development.

The outstanding leadership by the headteacher and high quality management has led to very good improvements during the last three years.

Supports pupils' moral development so they behave very well and establish very positive relationships with staff and each other.

### **What could be improved**

Standards in English, information and communication technology (at Key Stage 2), religious education and physical education.

A more consistent whole-school approach to cater for the needs of pupils at an early stage of learning English.

Pupils' spiritual development.

The structure of the school day to ensure that all subjects are taught for an adequate amount of time.

An increased range of extra-curricular activities.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March, 1998. Since then it has made very good improvements. The previous key issues have been fully addressed, with the exception of religious education where insufficient progress has been made. In addition, the school has achieved considerable developments in other important aspects. For example, it has successfully introduced the national literacy and numeracy strategies, and improved the systems for reviewing and monitoring the quality of teaching and pupils' work. The standard of pupils' attainment has markedly risen in several subjects, and the quality of teaching and learning has improved considerably. The school has surpassed the targets it set itself in English and mathematics. The resources for information and communication technology have been greatly enhanced. The school has introduced several curricular initiatives and improved the systems for assessment. The Investors in People status has been maintained. The amount of adult support in the classroom has been substantially increased and this is having a very positive effect on pupils' learning.

## STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	E	E	B	very high A* well above average A average above average B Average C below average D well below average E average E very low *
Mathematics	E	D	D	A	
Science	E*	E	E	C	

Where the comparative grade was E\* the school's performance was in the lowest five per cent nationally

Pupils achieve well throughout the school. By the end of Key Stage 2, inspection findings judge that standards in mathematics and science are close to the national average. In English, information and communication technology, religious education and physical education, attainment is below average. However, in all these subjects the level of attainment reflects the trend of year-on-year improvement shown in the last three years. Pupils achieve well, taking into consideration their level of attainment when they start school. Pupils with special educational needs and those with English as an additional language make good progress in their learning. In art

and design, design and technology, geography, history and music, standards are average and meet expectations for pupils of this age. The school sets itself appropriate targets and has considerably surpassed them in English and mathematics.

By the age of seven, standards in reading and writing are below average. In mathematics, science and information and communication technology standards are average. In religious education, standards do not meet the expectations of the locally agreed syllabus. In art and design, design and technology, geography, history and music standards meet expectations for pupils of this age.

By the end of the Foundation Stage, children meet the expectations of the early learning goals in their personal, social and emotional development, mathematical development, knowledge and understanding of the world, creative and physical development. In communication, language and literacy, children are unlikely to meet the expectations of the early learning goals.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils have positive attitudes to their work and school life
Behaviour, in and out of classrooms	Very good. Behaviour is a major factor in promoting the standards achieved and the very good relationships in school.
Personal development and relationships	Very good. The pupils make significant developments in this area.
Attendance	Satisfactory. The school is rigorous in making sure that parents complete request forms to take holidays in term time.

## TEACHING AND LEARNING

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

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

During the inspection the quality of teaching was good in 47 per cent of lessons observed, including 22 per cent which were very good and eight per cent were excellent. Twenty three per cent of lessons were satisfactory and none of the teaching was unsatisfactory. Overall, the quality of teaching is good, with many examples of very good practice in both key stages. The improvement in the quality of teaching is a significant strength of the school and has contributed to the raising of standards in the school since the last inspection. The quality of teaching has a positive impact on the positive attitudes and very good behaviour of the pupils. In addition, the teaching assistants make a significant contribution to the quality of pupils' learning and attitudes to their work.

In literacy, the quality of teaching is good at Key Stages 1 and 2. A very high proportion of lessons are good and in Key Stage 2 over 50 per cent were very good or excellent. All teachers have secure knowledge of the literacy strategy. They plan effectively with the teaching assistants who give very good support to individuals and groups of pupils. Teachers recognise the primary importance of literacy and at times create effective links between English and its application to other subjects. However, there are too few planned opportunities for speaking and listening throughout the curriculum. This especially impacts on those pupils who speak English as an additional language.

The quality of teaching in numeracy was very good or excellent in 35 per cent of lessons, with the remaining lessons being good. This good teaching is linked to teachers' understanding of and effective implementation of the National Numeracy Strategy. Teachers share the purpose of the lesson with pupils and evaluate carefully to see what pupils have learnt. Planning is very good and pupils in each year are grouped in three ability sets in order to match work precisely to their learning needs. As the result of teachers' high expectations, the quality of pupils' response is extremely positive and they enjoy the work. Teaching is good in most other subjects with the exception of information and communication technology, design technology, physical and religious education where it is satisfactory.

The quality of teaching for the children under six is consistently good and often very good or excellent. This consistently high quality of teaching reflects the level of progress in learning that children make in their early years at school. The teachers and members of the support staff work very closely together to promote learning. They have a clear understanding of the needs of young children and realistically high expectations of achievement and behaviour.

Teaching pupils with special educational needs and those with English as an additional language is good. However, those pupils at the early stages of learning English do not always receive sufficient targeted support to make progress. Teachers, teaching assistants and learning support staff work effectively to support their learning, and pupils respond positively to the high expectations required of them. The support for English as an additional language is not sufficiently coherent and consistent across the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Pupils are provided with a broad curriculum, which includes good provision for personal, social and health education. The provision for extra-curricular activities is unsatisfactory.
Provision for pupils with special educational needs	Good. The special educational needs co-ordinator, teachers and teaching assistants support pupils effectively. Individual education plans are good
Provision for pupils with English as an additional language	Good. The majority of pupils make good progress in line with other pupils. When they are supported the provision is effective. Those at the early stages do not always receive sufficiently targeted support.
Provision for pupils' spiritual, moral, social, cultural and personal development	Good. Social development is good and cultural development is satisfactory. Pupils' moral is very good and has a positive impact on the very positive attitudes and behaviour of the pupils. Spiritual development is unsatisfactory.
How well the school	Good, with very good provision for the promotion of

cares for its pupils	behaviour and personal development. Procedures to assess pupils' attainment and progress are developing well and used effectively to plan for lessons and schemes of work.
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The school works hard and satisfactorily involves parents in supporting the school and in their children's learning. The quality of information sent to parents is satisfactory.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school has benefited from outstanding leadership by the headteacher. He has been supported very effectively by key staff with management responsibilities. Developments have been ensured by very effective teamwork amongst all the staff. The subject co-ordinators are not sufficiently involved in evaluating data and setting targets for pupils in all year groups.
How well the governors fulfil their responsibilities	Good. Governors fulfil most of their statutory responsibilities; they show a very good understanding of the strengths and weaknesses of the school
The school's evaluation of its performance	Very good. The school has a rigorous system of monitoring in place, which allows it to identify its strengths and weaknesses
The strategic use of resources	Good. Particularly good use of teaching assistants. Good use of specific funding, including those for pupils with special educational needs. The use made of staff to support pupils at the early stages of learning English is in need of improvement.

The school has good staffing levels to meet the learning needs of all pupils. Accommodation is good, in terms of the number of classrooms and other facilities. The school has adequate resources to teach the National Curriculum. The school applies the principles of best value very effectively in all purchases.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twelve parents attended a meeting with the registered inspector prior to the inspection. Of the 420 questionnaires distributed to parents, 208 (50 per cent) were returned.

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
Their children like school. Children make good progress The teaching is good. Children behave well The school has high expectations of the pupils. They feel comfortable in approaching the school with problems. The school is well managed and lead The school helps children to become mature and responsible.	Homework The school working more closely with parents The number of extra-curricular activities.

The team definitely endorses the positive views of the parents. The concerns about homework are not entirely supported. Most teachers set homework regularly each week and ensure that it is returned and marked, although there are sometimes inconsistencies between classes. The inspection team judges that the school works closely with parents. It does agree that extra-curricular clubs are insufficient. For a school of this size there should be a wider range of activities.

## **PART B: COMMENTARY**

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

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

##### *Foundation Stage*

- 1 Most children enter the Nursery class with standards that are below, and many well below, the average for their age in all areas of learning. They respond positively to the provision in the Nursery and Reception classes and all achieve well. The majority are likely to achieve the skills they need to meet the expectations of the early learning goals<sup>1</sup> in their personal, social and emotional development, mathematical development, creative development, physical development and understanding of the world. Although they achieve well and make good progress in communication, literacy and language, most are unlikely to reach the expected level as many are at the early stages of learning English when they start school. As a consequence of this good achievement, children's levels of attainment as they start on the National Curriculum at the age of five are close to the average for most children of this age.

##### *Key Stage 1*

- 2 The results of the 2000 National Curriculum assessments for pupils in Year 2 were well below the national average in reading, writing and mathematics. In comparison with those in similar schools nationally<sup>2</sup>, the results were average in writing, below average in mathematics, and well below average in reading. In the teacher assessments for science, results were well below the national average for all schools and also well below average in comparison to those in similar schools. Despite the relatively below average scores, the school's results in 2000 reflect the trend of the previous three years, where standards have improved year-on-year. The unconfirmed results for 2001 show these improvements have been maintained. Over the last four years the girls have outperformed boys in the national tests, but are further below the national average for their gender.
- 3 Inspection findings show that standards are now close to average in mathematics and science, but remain below average in reading and writing. Standards have risen as a result of the successful implementation of the National Literacy and Numeracy Strategies, improvements in the quality of teaching, the appointment of additional teaching assistants and grouping pupils in three ability sets for mathematics. The level of attainment indicated from test results is also influenced by the high proportion (43 per cent) of

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<sup>1</sup> QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the end of Reception. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

<sup>2</sup> Schools with more than 35% and up to 50 per cent of pupils entitled to free school meals.



pupils who speak English as an additional language, the significant proportion (12.5 per cent) who are at the very early stages of learning English and the higher than usual level of pupils who do not start and complete their full time at school. Given these factors, the attainment and quality of work seen in lessons is frequently better than the test results.

- 4 Standards of reading in Key Stage 1 are below expectations. Pupils know the mechanics of reading, and a few higher attaining pupils can talk knowledgeably about a range of books. The quality of expression in pupils' writing is improving due to a specific focus on developing writing skills. The range of vocabulary used in speaking and listening and in pupils' written work is well below expectations.
- 5 In numeracy, pupils read, write and order numbers to 100 and the more able to 1000. The average and higher attaining pupils know their 2, 5 and 10 times tables. They show a good knowledge of two-dimensional shapes and tell the time accurately to the half-hour and quarter-hour. In mental arithmetic, they are confident in subtracting, for example 20p from 45p. In science, pupils discuss their work and use simple but appropriate scientific terms to describe their experiences. They learn to use simple equipment to make investigations and how to observe carefully and then record their results in a variety of simple ways.
- 6 In religious education standards are below the expectations of the locally agreed syllabus. In information and communication technology, design and technology, art and design, geography, history, and music, standards are close to average for pupils of this age. Standards in physical education and religious education are below average because insufficient time is allocated to these subjects.

### *Key Stage 2*

- 7 The results of the 2000 National Curriculum assessments for pupils in Year 6 were well below average in English and science and below average in mathematics. The proportion of pupils achieving the expected level 4<sup>3</sup> and above was below average in English and science and average in mathematics. The proportion achieving the higher level 5 was well below average in English and science, but average in mathematics. In comparison to those in similar schools nationally, results were above average in English, average for science and well above average in mathematics. In English, mathematics and science, the school has improved its results year-on-year at a faster rate than the national trend. The unconfirmed results from the 2001 tests confirm the rising trend of improvement with more pupils achieving the higher levels.
- 8 Inspection findings judge that standards are average in mathematics and science and below average in English. Standards are rising as the result of

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<sup>3</sup> It is the national expectation that pupils should achieve Level 4 by the age of eleven.

significant improvement in the quality of teaching and learning, effective strategies for monitoring the reviewing the work of pupils, the increased level of adult support in classes and an improvement in matching work closely to pupils' needs. In addition, teachers are effectively implementing the National Literacy and Numeracy Strategies.

- 9 In English, pupils' enjoyment and pleasure in books increase with age and as they move through the school. However, even in Year 5 and 6, only the higher attaining pupils and those who are confident with their English language eagerly talk about a range of books and authors. Most have positive attitudes to reading, but few belong to a local library. Few pupils have good library skills as there are too infrequent opportunities for them to find information for themselves. In writing, pupils understand the significance of words and the higher attainers have a wide vocabulary. Some show a love of language, which is reflected in the quality of their written work.
- 10 In mathematics, pupils understand the relationship between fractions, decimals and percentages. Mental arithmetic skills and the use and application of times tables are good. They use a variety of strategies such as partitioning and rounding up and down when dealing with mental addition and they explain their methods clearly to each other and the class. They find different ways to tackle problem solving tasks, combining multiplication and addition and show understanding of place value when doing so. Pupils record results of science experiments on carefully drawn graphs. Information and communication technology skills are used effectively in creating databases. Progress in using and applying mathematics in problem solving and investigations is being developed well.
- 11 In science, pupils demonstrate a wide range of accurate knowledge and understanding of scientific ideas. They know appropriate scientific vocabulary that they use correctly in explaining and describing their various scientific activities. They interpret data from experiments or from information, including that recorded as tables, graphs or charts, and draw conclusions based on their interpretations of the evidence. In information and communication technology and physical education attainment is below expectations. In religious education, standards do not meet the requirements of the locally agreed syllabus. In art and design, music, design and technology, history and geography, standards are close to the average for pupils of this age.

#### *Whole school*

- 12 Throughout the school pupils with special educational needs make good progress as a result of the well-constructed individual plans and support from the special needs co-ordinator, teachers and teaching assistants. They participate in the curriculum fully. The teaching assistants give very good support and a firm direction to pupils' learning within the classroom. Expectations of what they can achieve are high and pupils respond accordingly.
- 13 By the end of each key stage the majority of pupils with English as an additional language achieve well and make good progress against their prior attainment. However, the needs of pupils at an early stage of learning English are not consistently addressed when no specialist support is available. The use of target setting for raising pupils' achievement is at an

early stage of development. Targets are not being set to inform teachers about the level of attainment to be achieved or the success of the strategies being used. Pupils of African Caribbean heritage have been targeted by the school as underachieving; they are not identified in teachers' planning to receive focussed support or whether they are making sufficient progress.

- 14 The school has demonstrated that it can meet its targets and this is reflected in the year-on-year improvement in Key Stage 2. Inspection findings confirm that the school has teaching and management systems in place that will allow it to meet its future targets.
- 15 Progress since the last inspection has been very good, particularly in raising standards in the core subjects. This is a direct result of a significant improvement in the quality of teaching, more rigorous monitoring systems, improved curricular and lesson planning and the additional adult support now available in classrooms.

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

- 16 Pupils' attitudes are good and this helps them to achieve well. They arrive in good heart in the mornings with even the youngest pupils showing motivation and independence from parents. They are well organised on arrival, fully aware of all expectations and go in immediately to prepare for the day. They work with an air of purpose and become absorbed in their activities, as in a Year 4 mathematics lesson, where pupils were learning about the positive and negative statements through the Carroll Diagram. Another example is their joy of singing, either as a class or in assemblies, listening and learning quickly. They participate very well in lesson and other activities, particularly in sports. Pupils enjoy investigations and practical work. This was evident, in a Year 3 science class, when the pupils responded well to an interesting and challenging lesson on how shadows are formed.
- 17 Pupils who have special educational needs are keen to learn, behave very well and respond positively to the support they receive. Those with behavioural difficulties know what is expected of them and what is unacceptable behaviour. They respond well when their efforts are acknowledged and praised. They establish positive relationships with others and with adults. Carefully targeted support means they develop the confidence to answer questions and speak out in a group. With encouragement, they persevere with their work and remain focused.
- 18 Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are highly motivated, keen to learn and this significantly contributes to the progress they make.
- 19 The youngest pupils show independence from parents and organise themselves well. This was evident, for example, at the start of the school

day and in play activities. They have a well-established sense of routine. They take turns and share equipment fairly and achieve well in their personal and social development, including behaviour.

- 20 Parents' and pupils' positive views about behaviour are confirmed by the inspection. Pupils behave very well in class and in the play areas. They respond quickly to staff and teachers, and are well mannered to visitors. Inspectors saw no incidents of any oppressive behaviour. Bullying is not an issue in the school. Pupils treat school property, including displays, with care. Fixed period exclusions, though slightly increased since the last inspection, are average and used effectively to improve pupils' behaviour. Procedures for exclusion are correctly followed.
- 21 The personal development of the pupils is very good. Pupils are prepared to take initiative, work independently and are confident in choosing their activities. But, there are not many opportunities for them to exercise these qualities. Pupils share materials and equipment, and settle to group work quickly. In a Year 6 science lesson, pupils worked co-operatively and productively in investigating reversible and irreversible changes. They take their responsibilities seriously including, taking part in the school council, working as play leaders and tidying their classrooms. Pupils who take part in extra-curricular activities organise themselves well.
- 22 Relationships throughout the school are very good. Constructive discussions are achieved as a result of very good relations between pupils and teachers. This was the case in many English and mathematics plenary sessions. All groups of pupils mix very well. They work and play together happily. In line with the caring and positive ethos of the school, pupils listen with interest and respect others views and feelings. In a Year 4 religious education lesson on Guru Nanak's teachings, pupils, who represented several faiths, listened courteously to others' views.
- 23 Attendance is satisfactory and improving. Most pupils attend the school regularly and benefit from the learning opportunities: commendably no pupils have missed the national tests due to absence. Unauthorised absence is well below the national average. Whilst illness accounts for most of the authorised absences, some absences are because parents take their children on holiday during term time. There are also a small number of families who do not value regular attendance. Most pupils arrive on time in the morning and the school day starts promptly.
- 24 All the positive features identified by the last inspection are still evident. Well-established discipline, very good relationships and good teaching have a positive impact on pupils' attitudes and behaviour.

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

- 25 The quality of teaching and learning is good throughout the school. There are examples of very good and excellent teaching at each key stage. During the inspection the quality of teaching was good in 47 per cent of lessons, very good in 22 per cent, excellent in 8 per cent and satisfactory in the remaining twenty 23 per cent of lessons. Consequently, there was no unsatisfactory teaching. The quality of teaching is a significant strength of the school and has contributed to the raising of standards in the school since the last inspection. In addition, the very good teaching has a positive impact on the attitudes and behaviour of the pupils. Teaching has improved considerably since the last inspection.
- 26 The previous inspection report judged the quality of teaching to be satisfactory or better in 86 per cent of the lessons. Teaching was satisfactory overall. Unsatisfactory teaching was closely linked to weaknesses identified in teachers' poor pupil control and class management, the planning lacked detail and was too variable, too much reliance on worksheets and no precise target setting for bilingual pupils. This resulted in key issues to monitor teaching and the curriculum and improve the quality of teaching in music, information and communication technology and religious education. Current inspection findings show that the school has addressed most of the key issues successfully although there is still room for further improvement in teaching religious education and the pupils at an early stage of learning English.
- 27 Examples of excellent teaching were seen at Year 6 in English and mathematics, Year 5 in mathematics, Year 4 in English and in literacy and creative development. Examples of very good and good teaching were seen in most subjects at each key stage. Teaching in the and Year 1 classes is very good, with 35 per cent of lessons being very good or excellent and the remainder good. This is a significant strength of the school and contributes to the very good start and progress made by children.
- 28 The quality of teaching for the children under six is consistently good. This consistently high quality of teaching reflects the level of progress in learning that children make in their early years at school. The teachers and members of the support staff work very closely together to promote learning. They have a clear understanding of the needs of young children and realistically high expectations of achievement and behaviour. They give children challenging and interesting tasks to consolidate and develop their knowledge and understanding. All members of staff use language carefully to develop children's speaking skills. They encourage pupils to work independently and make choices. The quality of teaching is an improvement since the previous inspection.
- 29 In literacy, the quality of teaching is good at Key Stages 1 and 2. A very high proportion of lessons were good and in Key Stage 2 over 50 per cent were very good or excellent. All teachers have secure knowledge of the literacy strategy. They plan thoroughly, identifying clearly how expectations for different abilities are to be covered. Teachers plan effectively with the

teaching assistants who give very good support to individuals and groups of pupils. Teachers recognise the primary importance of literacy and at times create effective links between English and its application to other subjects. However, there are too few planned opportunities for speaking and listening throughout the curriculum. This especially impacts on those pupils who speak English as an additional language.

- 30 The quality of teaching in numeracy was very good or excellent in 35 per cent of lessons, with the remaining lessons being good. This good teaching is linked to teachers' understanding of and effective implementation of the National Numeracy Strategy. Teachers share the purpose of the lesson with pupils and evaluate carefully to see what pupils have learnt. Teachers give clear explanations and set clear objectives for the work to be done. Planning is very good and pupils in each year are grouped in three ability sets in order to match work precisely to their learning needs. In addition, as the result of teachers' high expectations, the quality of pupils' response is extremely positive and they enjoy the work.
- 31 The teaching of pupils with special educational needs is good due to the very good support offered by effective and well-deployed teaching assistants. Careful on-going assessment means that staff know their pupils very well. Planning for lower ability groups is clear in many lessons but there is very little evidence that the learning experiences planned relate to pupils' individual education plans or that they are meeting their targets. Occasionally, the comments made by teachers when marking work are not constructive and do not help pupils to make progress.
- 32 The quality of support and teaching provided by the specialist teacher for pupils with English as an additional language, is only just satisfactory. Although pupils for whom English as an additional language are given the same task as their peers, there is no specific planning showing how the language demands of tasks and the opportunities for language development are to be exploited to achieve the lessons' learning objectives. Consequently, there is no recorded assessment and evaluation of learning to inform future planning or targets set for pupils' achievement. The quality of support by mainstream teachers is also inconsistent. In the best instances, teachers are aware of pupils' needs and group them so that they receive support from teaching assistants or fellow pupils. In many cases, there are no planned strategies to meet the needs of pupils at an early stage of learning English, in a way that enable them to achieve their full potential.
- 33 In the best lessons, teachers show good subject knowledge, which is passed on to pupils with interest and enthusiasm. The purpose of the lesson is shared with pupils and contributes well to their understanding of their own learning. Planning is very good, matching the scheme of work and ability of the pupils. Teachers use demonstration and explanation well to put across key teaching points. For example, in Year 5 during an excellent mathematics lesson, pupils made significant progress as a result of the teacher showing

them the technique for reading a train timetable. Lesson introductions are challenging and require pupils to think and give answers to teachers' questions; for example, in numeracy, where they are expected to explain how they find answers to mental arithmetic problems.

- 34 A significant strength of teaching is the successful management of pupils' behaviour. This is a result of high expectations and pupils knowing exactly what is expected of them. In particular, pupils take pride in their work. Teachers' effective planning means that work is matched successfully to pupils' learning needs and pupils are challenged in their learning. Relationships are very good, with pupils being confident and secure with their teachers and support staff.
- 35 Teachers use resources well to support pupils' learning. Teaching assistants are used extremely effectively in lessons to support individuals or small groups of pupils; this is a strength in the group work session within literacy and numeracy. The information and communication suite is used well to teach pupils information and communication technology skills and the application of those skills in other subjects.
- 36 Teachers mark pupils' work regularly and this guides pupils in their future learning. The quality of marking is good, but there are inconsistencies in the use of constructive comments. Teachers use the results of marking to plan future lessons as well as the assessments they make of pupils' learning. Overall, homework is used in a satisfactory way to support the development of pupils' skills, knowledge and understanding, but there are inconsistencies between classes.

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

- 37 The curriculum offered to pupils meets statutory requirements and offers an appropriate range of relevant learning opportunities. This represents an improvement since the last inspection when information technology and religious education were not taught in all classes. All subjects are now taught but insufficient time is given to history, geography and music (Key Stage 2) and to physical education and religious education in both key stages to ensure sufficient depth of coverage. As a result, in physical education for example, pupils have limited opportunity to develop their co-ordination and control when using a ball and standards fall below average. The time allocated to science is inconsistent and is insufficient in some classes so pupils do not achieve as well as they might.
- 38 Provision for pupils with special educational needs is good. For those at the early stages of learning English the provision is inconsistent. The pupils are very well supported by the effective teacher assistants who work closely with class teachers. As a result they know the pupils very well. Teacher assistants carry out focused observations of pupils as they work with them

and the information gathered is used to record pupil attainment and inform future planning. Individual education plans have clear and measurable targets and for pupils with a statement of educational needs, their individual plans match the requirements of their statements. Pupils with special educational needs participate fully in lessons ensuring equality of access to all subjects. Annual reviews for those with statements of special educational needs are carried out appropriately. Provision for these pupils is good and fully in accordance with the national recommendations.

- 39 The quality of curricular planning overall is good. Lesson plans are detailed, clearly indicate what is to be learnt and show how the lesson is to be structured. They show how the needs of different ability groups will be catered for but do not include specific work for pupils with individual education plans or for those at the early stages of learning English. As a result, the progress of those pupils is heavily dependent on appropriate support being given by staff. In a Year 2 lesson, pupils at the early stages of learning English did not receive direct support from the designated teacher during the mental mathematics session and consequently found it difficult to complete the tasks. Termly and half-termly planning for most subjects is based on the national schemes of work. This is helping to ensure that there is continuity and work in one year builds upon the learning achieved during the previous year. This is a marked improvement since the last inspection.
- 40 The curriculum offered to the pupils in the Reception and Nursery classes meets the requirements of the Foundation Stage<sup>4</sup> guidance very well. Pupils are offered a wide range of stimulating, relevant and developmentally appropriate learning experiences so that they make good progress and attain standards in line with national expectations in five of the six areas of learning. The Nursery classes have a very good, well-equipped outdoor play area and the school has recognised the need to develop similar facilities for the Reception classes. An outdoor play area has been established and resourced, but one Reception class does not have direct access to this area and to date there is limited large equipment for pupils to ride and climb in order to develop their physical skills.
- 41 The school makes good use of the National Strategies for Literacy and Numeracy. These are implemented in all classes in both key stages and well-prepared for in the Foundation Stage. All staff have undergone training and the level of teacher knowledge and understanding is high. Lessons are most effective where teachers use strategies that engage the interest of all pupils and plan activities that challenge and extend them. For example, in a Year 5 mathematics lesson, pupils used individual white boards to demonstrate their workings when using partitioning as a calculating strategy. The whole class was very attentive, participated fully and progress was excellent. Pupils speaking and listening skills are not systematically

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<sup>4</sup> The **Foundation Stage** curriculum is made up of six areas – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. Standards are measured by the **Early Learning Goals** – what children are expected to know, understand and be able to do in the six areas by the age of five.



developed and opportunities are missed throughout the curriculum. Pupils read a range of stories, poems and information texts and produce their own work in the same style. Pupils write for a range of purposes including reports from history, book reviews, stories, poems, instructions and letters. Numeracy also has a high priority and number skills are used in geography, science and design technology appropriately.

- 42 The provision for extra-curricular activities is unsatisfactory as the range of activities is very limited and provides little enrichment for pupils beyond the school day. Little use is made of the available facilities, such as the computer suite, to support learning outside the school day. For Key Stage 2 pupils, the headteacher runs a boys' and girls' football club during two terms of the year and there is a rounders group. There are also lunchtime music groups for keyboard and recorder players, and a choir. There are no extra-curricular activities for Key Stage 1 pupils.
- 43 Links with other schools and the contribution of the community to pupils' learning are satisfactory. The school organises a variety of visits for the pupils and visitors to the school to enrich the curriculum. For example, Nursery pupils visit the local bus garage as part of their work in knowledge and understanding of the world. This enhances their role-play in the class 'garage'. A fire engine is brought to school by the fire brigade as part of a Year 1 science project. Pupils visit the British Library, Kew Gardens, a wildlife park and London museums. The school has a comprehensive policy and guidance document for educational visits and a designated teacher to co-ordinate them. As a result, all visits are evaluated so that teachers can make informed choices when planning visits into the community. Visitors to the school include a link police officer and local clergy. The school is part of the local partnership of schools. Teachers have the opportunity to attend local network meetings for their subjects to share ideas and keep up to date with developments. Links with the nearest secondary school are efficient and friendly. A Primary Liaison co-ordinator from the secondary school visits Southbury to meet teachers and pupils. Pupils have a 'taster' day at the secondary school and there is a consultation evening for parents. This helps to ensure that pupils are ready for their transfer to secondary school.
- 44 Provision for personal, social and health education (PSHE) is satisfactory but the school has recognised that this is an area in need of further development and has included it in the School Plan for 2001-2002. Resources and equipment have been reviewed, but as yet there is no scheme of work for PSHE. As a result, curricular planning is inconsistent and the continuity of pupils' learning is not secure. The policies for sex education and for drugs awareness are at an early draft stage and have yet to be ratified by the governing body. A scheme of work has yet to be developed so that all pupils receive appropriate teaching in these areas. Pupils in Year 4 and Year 6 receive sex education lessons supported by the school nurse but for other pupils it is delivered through the scheme of work for science.

- 45 Older pupils have some opportunities to take on responsibilities within the school. For example, Year 6 pupils train as play leaders and work with Key Stage 1 pupils and a school council has been set up where pupils have considered school issues such as the use of the school's play areas. As a result, playgrounds have been re-designated and play equipment introduced. However, the planning of opportunities for pupils to show initiative is under-developed.

### *Equality of opportunity*

- 46 All pupils have equal access to the curriculum, though there are no explicit curricular and community links to develop awareness of equal opportunities. There is now an appropriate policy in place dealing with equal opportunities which was not the case during the time of the last inspection.
- 47 The school analyses performance by ethnicity and has acted upon such analysis when deemed significant. For example, the underachievement of Turkish pupils resulted in the recent appointment of a Turkish-speaking classroom support assistant, adding to the two other Turkish-speakers among the staff.
- 48 Teaching assistants are effectively deployed to ensure that pupils with special educational needs and those for whom English is an additional language receive appropriate support. Consequently, the vast majority of these pupils achieve well. For example, in one Year 2 science lesson an assistant translated key words and terms so that a Turkish-speaking pupil was able to participate in the lesson on measuring how far a toy car would travel. In this lesson the use of straws as non-standard units of measurement, rather than a centimetre ruler, also enabled pupils of below-average attainment to make good progress. In information and communication technology lessons, colour-coded keys (for left and right-handed pupils) on the computer keyboard help pupils readily identify the main commands.
- 49 In teachers' planning, the needs of pupils for whom English is an additional language are not always taken sufficiently into account. This is particularly the case for those pupils who are in the early stages of learning English. Their progress throughout the school is not adequately monitored and the levels of support they receive are variable, depending largely upon the presence of teaching assistants. Where teaching is good, the class teacher plans and matches tasks to the different needs of pupils. For example in one Year 4 English lesson, having read and discussed a story to the whole class, the teacher provided pupils with special educational needs with a simplified passage for text-marking and simple sentences from the story to be re-arranged in order. These tasks were suitably challenging, and with appropriate teacher direction, pupils achieved well.

### *Spiritual, Moral, Social and Cultural developments*

- 50 Overall, the provision for spiritual, moral, social and cultural development is good. This has been maintained since the previous inspection with the exception of the spiritual aspect. Spiritual development is unsatisfactory as pupils are provided with insufficient opportunities to develop their spiritual awareness.
- 51 Personal development is a priority at Southbury and is supported by care from the headteacher and all teaching and support staff. The school seeks to develop a range of beliefs and values, particularly those of care and respect and an awareness of right and wrong. These are shown both materially inside the building, through the use of flowers and plants, in displays and intrinsically through the caring relationships between adults

and pupils and their peer groups. Discussions about thoughts and feelings also permeate through the use of circle time.

- 52 The overall provision for spiritual development is unsatisfactory. The school provides opportunities for spiritual awareness through assemblies, but time for reflection is brief, prayers are rarely said and stories are not often read from the religious scriptures. The assemblies do not always fulfil the statutory requirement for the act of collective worship. Religious education lessons give pupils limited opportunities to reflect on the beliefs and practices of several major world faiths. Spirituality is fostered in some lessons, for example, some pupils were inspired to write imaginative poetry in English. The school environment has the potential to encourage pupils to develop an awareness of natural beauty, and pupils plant seeds and watch them grow. Opportunities to appreciate art, literature and music are more limited.
- 53 Daily assemblies are used to build pupils' confidence and self-esteem for example, through a celebration of birthdays, achievements and 'good work'. Stories with moral messages are acted out and discussed, such as The Grimm's fairytale of "The Frog Prince". This, coupled with the use of masks, enabled the pupils to understand that appearances can be deceptive. Opportunities in assemblies are missed that enable pupils to reflect on their experiences in a way that develops their spiritual awareness and self-knowledge. The taught curriculum does not contain specific planning for spiritual development.
- 54 Provision for moral development is very good. The use of moral themes, such as the importance of helping others, leads pupils to recognise the needs of people less fortunate than themselves. Such themes are emphasised in school assemblies and pupils take part in regular fund raising events for charitable causes. On occasion, moral issues are considered within subjects, for example, in geography and science as part of studies on pollution and other environmental issues. Within religious education lessons moral issues are discussed in relation to respect and friendship for example, where pupils discuss the qualities of a special person in their class, and study aspects of citizenship. Rules of good behaviour are in evidence around the school and are referred to when necessary to reinforce good behaviour.
- 55 Provision for pupils' social development is good. The school is successful in fostering the social development of its pupils and has succeeded in creating a strong sense of community. The governors and staff are very conscious of the need to encourage good behaviour. They strive hard to promote the conditions in which a caring environment can be fostered and maintained, and work hard to develop trust between adults and pupils. Pupils are encouraged to relate well to each other in different contexts around the school. Older pupils are reminded to look after younger ones. They receive regular opportunities to take part in organised social activities, such as plays, music concerts and carol singing. Limited opportunities are provided

for the older pupils to use their own initiative and take on more mature responsibilities.

- 56 The school's provision for cultural development is satisfactory. Pupils are made aware of their British heritage, for example through their work in Scottish dance, local history and geography. They learn about the Armenian community through supporting the work of Christian Aid and a visit to the British museum. However, provision for multi-cultural education is unsatisfactory. The school does not fully celebrate the rich ethnic mix within the community and help the pupils to learn and understand more about their own cultures.

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

- 57 The school looks after each pupil very well. Care and support for pupils were good at the time of the last inspection and remain so today. The procedures for child protection and for ensuring pupils' welfare are good. The school provides a secure and enjoyable learning environment for its pupils. As a result, pupils establish happy, confident, trustful and constructive relationships with adults and with one another. Parents' response to the questionnaire shows that they agree overwhelmingly that their children like to come to school. Staff ensure that children settle well into school, beginning with effective pre-school meetings between teachers and parents. The school pays good attention to pupils' pastoral needs and provides them with very good support.
- 58 The school has good arrangements to ensure the local child protection procedures and has appropriate links with the support agencies. A welfare assistant cares warmly for sick children and there are satisfactory arrangements for first aid. The school implements a sound health and safety policy. The headteacher and the caretaker make informal safety checks on a regular basis. Most teachers pay good attention to safety matters in lessons. Pupils are also well guided on matters relating to their welfare and development through the curriculum and by talks from visitors like the school nurse and a police officer. Parents feel that their children are safe and secure in the school.
- 59 The procedures for promoting good attendance are satisfactory. An administrative assistant helps in scrutinising and maintaining the registers. Registration requirements are met and absences are appropriately identified and followed; recently by contacting the parents on the first day of the absence. The deputy headteacher monitors attendance and works closely with the education welfare officer.
- 60 The school promotes good behaviour very well through a system of mutually agreed simple rules, which are incorporated in the school's behaviour policy. The school's policies on bullying and other oppressive behaviour are well understood and regarded highly by the pupils and the staff. All pupils

know that good behaviour is expected of them. Pupils value rewards like an entry in the 'Golden Book' and acknowledgement of their good performance in assemblies. The school is successful in creating an environment where all groups of pupils work and play well together. This has a positive impact on their personal and social development. There is good adult supervision and staff provide pupils with very good role models.

- 61 Procedures for supporting and monitoring personal development are very good. The effective opportunities that the school provides for pupils' social and moral development have a positive impact on raising pupils' achievement. Pupils are very well managed in lessons. Standards of behaviour and relationships are very good as a result, so that pupils work well together and are prompt to follow instructions. The staff have high expectations that pupils will behave well and work hard and this helps pupils to achieve their full potential. Procedures for recording and monitoring inappropriate behaviour are firmly in place. Monitoring of pupil's behaviour through the record of incidents kept by the deputy headteacher, provides a deterrent for inappropriate behaviour.
- 62 The overall arrangements for assessing pupils' attainment and progress are satisfactory. Concerns expressed at the time of the last inspection are being systematically addressed and procedures for assessing pupils' attainment and progress are being developed, but are not yet consistent across all subjects. All classes have assessment files in which English, mathematics and science results are recorded, but there is inconsistency between the three subjects. There is insufficient information about pupils' progress and attainment in English to be useful in planning for future learning. The quality and use made of assessment throughout the Foundation Stage are very good. Baseline assessment is carried out with all pupils as they enter the Reception classes and teachers use the outcomes effectively to plan learning experiences to meet the developmental needs of all pupils. Statutory and non-statutory assessment tests in English, mathematics and science and teachers own assessments are used to check pupils' attainment and progress across the school. Procedures in mathematics are good as pupils' responses to questions are analysed, strengths and weaknesses identified and teaching amended accordingly. However, assessment procedures are under-developed in the foundation subjects so that pupils' academic progress in these subjects is not clear and little information is available to inform curricular planning. This has been identified in the school's plan for 2001-2002 as an area requiring improvement.
- 63 Assessment of pupils' work during lessons is good. Observation sheets are used by teachers and teacher assistants in many lessons to record individual pupil responses to the activity. As a result, staff know their pupils very well and set them tasks that are well matched to their attainment. Teachers moderate work through formal and informal meetings particularly in writing and are developing a school portfolio of pupils' work to support this process. The match of teacher assessments to national curriculum levels is not yet secure. In the end of Key Stage 1 mathematics

assessments in 2000, for example, there was a significant difference between the teacher assessments and the pupils' performance in the tests.

- 64 The school uses performance data to analyse pupils' attainment in English, mathematics and science. This information is used to identify priority areas for development in the school plan. Currently, the subject co-ordinators are not sufficiently involved in the process and they do not use the analysis to set pupils' individual or cohort targets. The relative attainment and progress of boys and girls and of pupils with different ethnic backgrounds is also analysed but not that of pupils with special educational needs. The use of performance data to support target setting is recognised by the school as needing further development. The progress of pupils with special educational needs is reviewed regularly and individual education plans are amended and updated. However, some pupils with specific learning difficulties remain at the same stage on the special needs register for too long and do not receive the level of help they require to make progress.

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

- 65 As at the time of the last inspection, partnership with parents was satisfactory. The school can rely on parents to support its work and environment. Parents take satisfactory interest in their children's work. Consultation meetings are well attended. Some parents work as volunteer helpers in the school. There was an active parents-teachers association, which raised considerable funds for the school's resources, but it no longer exists.
- 66 Parents have very positive views about many aspects of the work of the school. They are well satisfied with the teaching, which is good, and pleased with the school's expectations, which are high. They are happy with the progress that their children make, which is good, and the support for their children's personal development, which is very good. Some parents are not satisfied with the amount and consistency of homework and the range of extra-curricular activities. Inspectors found that pupils take work home but not regularly and the homework is not consistently set in all subjects and classes. The inspectors agree that the opportunities for and the range of extra-curricular activities are limited. Some parents feel that the school does not work closely with them. The inspectors judge that the school does well in reaching out to parents, and teaching and the support staff warmly attend to parents' concerns.
- 67 The quality of information provided for parents is satisfactory. The prospectus and governors' reports are informative but the current prospectus does not include all the statutory information. However, a preview of the next issue of the prospectus indicates that it contains all statutory information. There are frequent consultation and curricular information meetings for parents and these are well attended. Some parents felt that they are not well informed about how their children are getting on.

Inspectors found that pupils' annual written-reports are satisfactory. Whilst the reports indicate what pupils can do, they do not give information about what pupils should be doing or what exactly their parents can do to improve academic standards.

- 68 The school invites parents of pupils with special educational needs to discuss their children's progress at parent consultation evenings. Where pupils have individual education plans, they are also invited to the formal review meetings. The co-ordinator is available to meet parents if required. However, the school's records show very little evidence of parents' involvement in discussions and reviews or of the part parents play in helping pupils achieve their targets.
- 69 The school has an effective system for catering for the needs of parents from an ethnic minority background for information and uses the diverse backgrounds and the languages spoken by its staff to good effect in enabling parents to be involved in their children's education.

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

- 70 The quality of leadership and management is very good. The headteacher provides inspirational leadership, and is committed to raising standards and ensuring continual improvements in the education of the pupils. This has ensured a clear educational direction to the work of the school. He receives very good support from the senior management team and an able team of teachers and support staff. A regular pattern of meetings has been established which involve key personnel in various capacities. Through these meetings, the headteacher and governors are kept well aware of issues impacting on the effective functioning of the school in all its aspects.
- 71 Clear aims and high expectations are established and there is a strong sense of shared purpose to the work of the school. The quality of working relationships is very good and staff work well together at all levels to contribute towards achieving the declared aims. As a result, the school provides a supportive and effective learning environment appropriate to the needs of its pupils.
- 72 There are clear systems to delegate responsibilities for monitoring teaching and the curriculum to the relevant senior staff. Subsequently, the headteacher has an accurate view of the performance of teachers and the standards achieved by the pupils. Procedures for monitoring are well developed and structured. They involve sharing the aspects of work to be monitored and include a feedback of the outcomes. In addition to using the strengths and expertise of senior staff to best advantage for the school, the teaching assistants are encouraged to closely monitor the response of pupils in lessons and their quality of learning. This strategy is particularly effective as it gives the teacher detailed assessment information on the pupils in order to plan the forthcoming lessons.

- 73 The school has responded positively to national initiatives. A significant curriculum review has been undertaken during the last three years, and policies and schemes of work have been written and revised. Core subject<sup>5</sup> co-ordinators have specific time allocation for regular monitoring of the curriculum and of teaching and learning. School performance data has been analysed and the results drawn together to provide considerable information. The school has used the interpretation of the analysis to focus on improving pupils' attainment and short-term lesson objectives. Co-ordinators in foundation subjects<sup>6</sup> also monitor through a review of teachers' plans and a scrutiny of pupils' work. Although there have been developments in this area the subject leaders are not sufficiently involved in the process. Insufficient use of the information is made by teachers to inform target-setting procedures and the tracking of the performance of various groups and cohorts or individual pupils.
- 74 The school has effective procedures for monitoring and assessing pupils' long-term progress and attainment in the core subjects. Teachers collect information and maintain detailed and comprehensive records. The assessment information is regularly used to good effect to inform lesson planning. As a result, most learning activities are well matched to the varying abilities of groups of pupils so that they are challenged and extended. This process is less developed for the foundation subjects
- 75 The school has a very good development plan that clearly identifies relevant priorities. The plan is created by an effective process of audit and consultation, which results in an action plan for each area of focus. Targets are established and the success criteria are declared. The progress towards the completion of these targets is monitored by the headteacher and governors. In addition, supplementary monitoring occurs as committees hold regular meetings and report progress to the governing body. Budget proposals and staff development initiatives are closely linked to the school development plan. Monitoring for the impact of expenditure on standards is managed effectively.
- 76 Most school governors are diligent and conscientious in support of the school. They work hard to make sure that the school can function as effectively as possible, particularly with regard to improvement of the premises and environment. The chair of governors meets regularly with the headteacher and together they share a vision for the school that is firmly based on high expectations of pupils' performance. The governing body is properly constituted, and roles and responsibilities are clear. Meetings, which are properly managed and minuted, are regularly held. A variety of sub committees oversee different aspects of the school's work. These committees ensure that the main governing body is kept informed of their work through regular reporting arrangements. Individual governors undertake responsibility for specific aspects of the school's work.

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<sup>5</sup> English, mathematics, science, information and communication technology and religious education

<sup>6</sup> Art and design, design and technology, geography, history, music and physical education



- 77 Governors have a good understanding of the overall strengths and weaknesses of the school. The governing body is kept well informed by the good quality reports from the headteacher and other senior staff members. As a result, governors can contribute to the making of school policy. However, they still rely too much on information provided by the headteacher and other senior staff. Consequently, governors' ability to present a robust challenge, for example with regard to holding the school to account for the setting of realistic standards, is not sufficiently developed. The school development plan is a joint endeavour that is agreed following governors' scrutiny of the school's draft proposals.
- 78 Financial planning and budget controls are very good. School decisions are supported through careful financial management, with budgets delegated to subject co-ordinators in accordance with agreed priorities. The headteacher, and chair of finance create a budget profile, which is submitted for scrutiny before being approved by the governing body. Subsequently, the financial sub-committee monitors the budget on a regular basis with good support from the headteacher and school administrative staff.
- 79 The office staff manage the arrangements for the daily administration and organisation of the school smoothly and effectively. The headteacher and other managerial staff do not receive sufficient secretarial support and frequently have to complete their own administration. The current administrative arrangements does not always release the headteacher and others to focus their attention on the educational priorities for the school. Office staff perform a number of demanding roles and as a consequence some parents and visitors complain that their reception to the school is fraught. The deployment of the administrative staff is not fully effective and in need of revision.
- 80 Satisfactory use of technology supports the school arrangements and ensures that accurate information and sound budget advice is available via electronic links with the local education authority. Procedures for the management of the budget and other funds are effective and secure. An efficient system ensures that the procurement of goods or services is properly completed and recorded. Best value is sought by a careful scrutiny of suppliers and a tendering process where appropriate. The finance sub-committee keeps contract arrangements under review. Financial activities are subject to regular external audit, and action to address the auditor's recommendations is initiated promptly. Commendably, the last audit report did not raise any issues to be addressed by the school.
- 81 The school ensures that all specific grants, such as those for pupils with special educational needs and those with English as an additional language, are used appropriately to support the intended provision. The funds are related directly to improving pupils' learning.

- 82 The management and co-ordination of special educational needs is good. The co-ordinator works closely with staff, supporting them with reviews and in writing individual education plans. As a result, targets are specific and measurable. She has regular contact with the local education authority support service and keeps abreast of current issues. She liaises effectively with outside agencies such as the speech and language therapist to ensure programmes of support match pupils' needs. The policy has recently been reviewed and is comprehensive and of high quality. A good procedure is in place to ensure pupils are aware of their targets and can evaluate their own progress. The co-ordinator monitors the implementation of individual education plans through lesson observations and discussions with staff. Records of special educational needs are comprehensive but disorderly making it more difficult to identify and monitor pupils' movement up and down the stages of the special educational needs register.
- 83 The deployment of the Ethnic Minority Achievement Grant (EMAG) is appropriately targeted to provide for specialist staffing. However, the school action plan is mainly focussed on improving the range of data on "EMAG" pupils and not on improving achievement. Whilst there is good analysis of pupils' performance by ethnicity, this does not focus on the language dimension for pupils with English as a second language and the need to improve teaching strategies across the curriculum. Resources and displays are effectively used to reflect and celebrate the linguistic diversity in the school and together with the staff profile provide a stimulating environment where pupils feel that their multi-ethnic and multi-lingual identities are affirmed. Since the last inspection, the school has developed a set of guidelines for meeting the needs of bilingual learners but these are not effectively reflected in practice and used to guide teaching.

### *Staffing*

- 84 The school is very well staffed by appropriately qualified teachers. There is a good balance of age, experience and service within the school. There are several male teachers who act as positive role models. Teachers are effectively deployed to meet the needs of pupils and the curriculum. A few parents raised a concern over job-share arrangements. The school has employed the teachers for additional time in school so they have good opportunities to share planning and assessment information. Consequently, the job share arrangements and ensuing quality of teaching are particularly effective. In addition, the school employs well-qualified teaching assistants who are used very effectively to give extra help to pupils in a variety of learning situations.
- 85 Performance management arrangements are in line with statutory requirements. The policy is a development of the good arrangements for staff review previously managed by the headteacher. Review of the headteacher's performance is complete. Staff development is closely linked to the school development plan, but individual staff also have access to development opportunities identified as part of their personal professional

training needs. Arrangements for the induction of new members of staff are very good. There is a clear policy and a member of staff has this specific responsibility. The school successfully supports the continued development training of teachers new to the school and is a contributor to initial teacher training.

### *Accommodation*

- 86 The school's accommodation, although housed in an old building with the expected routine maintenance problems is adequate for the number of pupils on roll. Most classrooms have sufficient space for the size of groups and there are several rooms that are allocated for specialist use, such as, music lessons, teaching small groups of pupils, a computer suite and a library. Facilities are enhanced by a pond and attractive flower beds. Storage for resources is good with easy access to them by staff and pupils. The quality and range of display in classrooms and in corridors is very high quality. It is a tribute to the hard work of teachers and reflects how they value their pupils' work. The school has adequate playground facilities that are extensively used by pupils with opportunities for supervised games at lunchtime.

### *Resources*

- 87 There is a satisfactory amount of resources for most subjects that are used well to support learning. In mathematics and science the quantity of resources is good. Resources are well organised by the subject co-ordinators and volunteer parents, so that they are accessible both to staff and pupils. Much thought has gone into positioning the stand-alone computers and the information and communication technology suite in the school to benefit the different ages of pupil. There is a satisfactory range of books in the library and in all classrooms. Learning resources are adequate to meet the needs of the National Curriculum although the library is not well used to extend pupils' learning and development. The lack of wheeled toys for outdoor activity in the Nursery limits children's physical development. Overall, the level of resources contributes well to pupils' learning.

### *Value for money*

- 88 Taking into account:
- the level of achievement and the progress made by pupils;
  - the improvements, including teaching, since the previous inspection;
  - the very good arrangements for personal development;
  - the very good behaviour and relationships of the pupils; and
  - the outstanding leadership of the headteacher and very good management;

the school is judged to give good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

89 In order to raise standards and improve the quality of education the headteacher, staff and governors should:

### **1 Improve standards in English, information and communication technology (at Key Stage 2), religious education and physical education by:**

- more systematic planning to develop speaking and listening skills throughout the curriculum;
- setting precise attainment targets for individuals, groups of pupils and year groups;
- increasing staff confidence in information and communication technology and physical education through training, support and monitoring procedures;
- ensuring adequate time and regular teaching of religious and physical education;
- consider deploying staff to teach their specialisms across a number of classes.

(paragraphs: 2, 4, 6, 7, 11, 103 -105, 112, 126, 160, 171, 172, 179)

### **2 Develop a more consistent whole-school approach to cater for the needs of pupils at an early stage of learning English by:**

- ensuring that a member of the senior management team has a whole school responsibility for pupils at an early stage of learning English;
- insisting that teachers' planning includes a wider range of strategies to ensure that pupils can take part fully in lessons;
- establishing a robust system of regular assessments and evaluation of pupils' progress, especially in developing English language skills;
- increasing the monitoring of provision and pupils' progress to ensure that school guidelines are fully implemented;
- setting precise individual targets for pupils to achieve.

(paragraphs: 13, 32, 39, 49, 83, 92, 110)

### **3 Develop pupils' spiritual development by:**

- increasing the amount of time for reflection in assemblies;
- ensuring assemblies contain a religious base;
- Increasing the contribution for spiritual development during religious education lessons;
- enhancing the celebration of a variety of other religious festivals;
- planning for spiritual development in more areas of the taught curriculum
- invite more visitors from other faiths into the school;

(paragraphs: 50, 52, 53)

### **4 Re-structure the school day to ensure that all subjects are taught for an adequate amount of time by:**

- reviewing the length of the lunch time and timings of assemblies and break times;
- using greater flexibility when planning class timetables and the frequency subjects are taught.

(paragraphs: 6, 37, 127, 147, 155, 170, 171, 179)

### **5 Increasing the range of extra-curricular activities at both key stages by:**

- involving other agencies in the community to provide opportunities for pupils;
  - utilising the energies and expertise of parents.
- (paragraphs: 42, 172)

## OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Governors may consider including the following less important issues in their action plan.

- A greater involvement of all co-ordinators to improve the performance in their subjects.
- A more detailed analysis of performance data to set academic targets for all years and groups.
- More opportunities for pupils to develop research and independent learning skills.
- Provide more opportunities to celebrate multi-cultural education.
- Restructure the responsibilities of the administrative staff.

(paragraphs: 56, 64, 73, 79, 152)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

72
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Number of discussions with staff, governors, other adults and pupils

60
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### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
8	22	47	23	0	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

YR – Y6
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Number of pupils on the school's roll (FTE for part-time pupils)	422
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Number of full-time pupils known to be eligible for free school meals	123
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FTE means full-time equivalent.

#### Special educational needs

YR – Y6
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Number of pupils with statements of special educational needs	6
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Number of pupils on the school's special educational needs register	174
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<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	142

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	30

**Attendance**

**Authorised absence**

	%
School data	6.2
National comparative data	5.2

**Unauthorised absence**

	%
School data	0.1
National comparative data	0.5

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

**Attainment at the end of Key Stage 1**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	27	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	25	28
	Girls	18	24	22
	Total	40	49	50
Percentage of pupils at NC level 2 or above	School	69 (68)	84 (85)	86 (75)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	27	24
	Girls	20	18	16
	Total	42	45	40
Percentage of pupils at NC level 2 or above	School	72 (67)	78 (75)	69 (70)
	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	31	26	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	25
	Girls	20	18	20
	Total	40	39	45
Percentage of pupils at NC level 4 or above	School	70 (56)	68 (58)	79 (60)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (45)	n/a (45)	n/a (52)
	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	23
Black – African heritage	10
Black – other	24
Indian	9
Pakistani	2
Bangladeshi	39
Chinese	2
White	215
Any other minority ethnic group	11

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

**Teachers and classes****Qualified teachers and classes: Y R – Y 6**

Total number of qualified teachers (FTE)	26
Number of pupils per qualified teacher	16.4:1
Average class size	23.9

**Education support staff: Y R – Y 6**

Total number of education support staff	11
Total aggregate hours worked per week	295

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	4	1

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

**Financial information**

Financial year	2000/2001
	£
Total income	880,605
Total expenditure	871,224
Expenditure per pupil	2,178
Balance brought forward from previous year	14,704
Balance carried forward to next year	24,085



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	420
Number of questionnaires returned	208

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	3	0	1
My child is making good progress in school.	46	50	3	0	0
Behaviour in the school is good.	39	48	8	1	4
My child gets the right amount of work to do at home.	35	40	18	3	3
The teaching is good.	49	46	1	1	3
I am kept well informed about how my child is getting on.	43	44	11	0	1
I would feel comfortable about approaching the school with questions or a problem.	50	36	7	2	4
The school expects my child to work hard and achieve his or her best.	48	46	3	0	2
The school works closely with parents.	34	45	16	0	5
The school is well led and managed.	41	44	5	1	8
The school is helping my child become mature and responsible.	38	51	6	0	5
The school provides an interesting range of activities outside lessons.	30	31	17	5	17

### Other issues raised by parents

- 1 The transfer system from Nursery to Reception.
- 2 The quality of lunch time supervision. Parents felt that more training for staff was required.
- 3 The quality of assistance by the office reception staff.
- 4 The job share arrangements in the Reception class.

## **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**

90 The Nursery and Reception classes offer children a very good start to their school life and are a strength in the school. The majority of children enter the Nursery and Reception classes with attainment below that expected nationally for this age and for a significant number, attainment is well below. About 12.5% are at the early stages of learning English. All children achieve well so that by the end of the Foundation Stage<sup>7</sup> (the end of the Reception year), the majority of children reach the expected national targets (the early learning goals) in five of the six areas of learning. They come close to achieving the goals for communication, language and literacy. This is due to good teaching, thorough and careful assessment and planning and the very effective use of support staff. Children are offered a very good range of appropriate learning experiences in a colourful and stimulating environment. The quality of education in all areas of learning in the Foundation Stage has improved considerably since the last inspection and the majority of children make very good progress.

#### **Personal, social and emotional development**

91 By the end of the Foundation Stage, children's standards of attainment in this area of learning are in line with national expectations. In the Nursery, they display high levels of involvement in activities, for example, when pretending to be car mechanics in the 'Garage' role play area. They move confidently and independently from one activity to another, share equipment and pack up the activities willingly and effectively. In the Reception classes, children maintain good concentration and sit still when required, for example, when reading together and discussing a big book about mini-beasts. A few find it hard to take turns and not call out their answers. Throughout the Foundation Stage, children's relationships with each other and with adults are good. Adults provide positive encouragement and praise and are good role models in their attitudes and interaction with each other. As a result, children are happy and secure, seeking help and support as they need it. Classroom routines are well established and children are helped to know the difference between right and wrong so that behaviour is very good in class and around the school. Children show enthusiasm and enjoyment in their learning when they are actively involved in the lesson. For example, when using paint to explore colour and make hand prints, one pupil is very excited to discover she has made pink by mixing red and white.

#### **Communication, language and literacy**

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<sup>7 7</sup> The **Foundation Stage** curriculum is made up of six areas – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. Standards are measured by the **Early Learning Goals** – what children are expected to know, understand and be able to do in the six areas by the time they leave the Reception year.

- 92 Children achieve well from their well below average standards on entry and their standards in speaking and listening, reading and writing are just below national expectations by the end of the Foundation Stage. Most children speak clearly and in simple sentences. There is a minority, mostly those at the early stages of speaking English, who understandably are reluctant to speak out in a group. Children sustain their listening in large and small groups and respond appropriately to what they have heard. They listen with enjoyment to stories and join in reciting nursery rhymes with enthusiasm. When playing with animal puppets, higher attaining children find it difficult to interact with others to plan and negotiate what they are going to do and to create a story. Adults miss opportunities to encourage children to use talk in their play and they do not always allow the children enough time to respond and share their ideas and thinking. As a result, children's use of vocabulary and their ability to interact with others is not sufficiently extended. This is particularly so for those children who are at an early stage of learning to speak English.
- 93 Higher attaining children read simple stories fluently with little support. They talk about the story and recall the main events. However, they need prompting to correct mistakes when the reading does not make sense and they rely heavily on sight vocabulary and do not readily use phonic knowledge and skills to tackle less familiar words. Lower attaining children recognise about ten individual words, but know very few letter sounds. Even when supported, they are unable to blend sounds to make simple words. While enjoying the pictures, their limited vocabulary makes it difficult for them to talk about the story.
- 94 In writing, higher attaining children are beginning to compose their own simple sentences using their knowledge of words and sounds. Their letters are recognisable and largely correctly formed. They understand the purpose of capital letters and full stops in sentences, but do not apply them consistently in their writing. Lower attaining children use strings of letters to represent their ideas but the letters they choose show little relationship to the words they are trying to write. Their pencil control is less well developed so that letters are usually recognisable but not correctly formed. The children who are at an early stage of learning English have limited writing skills to express their views and understanding.
- 95 The structure of the literacy hour is used effectively by the teachers. Children are taught specific reading skills such as using the pictures to help them make sense of the text. The plenary is well used to help reinforce the purpose of the lesson and to help the children recognise the progress they have made. The classroom displays are well labelled with a range of different print and alphabet friezes and words are available as a source of reference. Reading in the Foundation Stage has improved considerably since the last inspection.

## **Mathematical development**

- 96 By the end of the Foundation Stage, children's mathematical development is in line with national expectations. Children experience a wide range of effective mathematical activities involving number work and counting. For example, children use small bricks to measure the height of their plants and record the number of bricks needed. They use playdough to form numbers and arrange number cards on a washing line in the correct order from 1 to 10.

Children learn about the different times of the day and use card clocks to help them read 'o'clock'. They develop their understanding of mathematical language, for example, smaller/bigger and least/most, through practical activities such as gathering data for graphs. They learn about shapes by making prints, pictures and designs with 2D shapes. Some higher attaining children successfully order number tiles to 100 and can say what number comes after 47 and before 49. They begin to use the vertical patterns in a 100 number square to locate specific numbers. They understand simple addition and subtraction sums and make recordings of their work. Lower attaining children need support to recognise and count numbers to 10. Using a computer game they are able to match big, middle-sized and small pictures. Effective use is made of counting and action rhymes to reinforce number skills. The children join in these confidently and with enthusiasm and enjoyment.

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

97 Children's attainment in this area of learning is in line with national expectations. They have the opportunity to learn about the world around them through well-resourced role play areas such as the 'Garden Centre' and 'Garage'. A till in the 'Garden Centre' helps them learn about bar codes while in the 'Garage', they explore the tread patterns on tyres and use pumps and other tools to repair their cars and trikes. Following a visit to the local garden centre, Reception children grow different kinds of seeds such as sage, radishes and beans and observe and record their observations. In a project on mini-beasts, they learn about the life cycle of a butterfly and demonstrate their understanding in a creative dance lesson. They recognise and name a range of mini-beasts including snails, spiders, beetles and ladybirds and make pictures, paintings, collages and models of them. In the Nursery, children look closely at pictures of different kinds of vehicles, identifying similarities and differences. They use construction toys such as Lego to build model vehicles. Children successfully use computer programs to create pictures such as their illustrations for the story of 'Goldilocks and the Three Bears'. They confidently use the mouse, and the arrow keys and space bar from the keyboard to make their selections and move the pictures when working with mathematics programs.

## **Physical development**

98 The development of children's physical skills is in line with national expectations. The Nursery classes have spacious indoor and outdoor play areas enabling children to make good progress and achieve well in their physical development. They also have regular access to the school hall. As a result, children ride and control small trikes and bikes confidently and safely showing an awareness of others. Since the previous inspection, an outdoor play area has been developed for the Reception classes but one of the Reception classes has no direct access to this area and the Reception children have no large equipment for riding or climbing. They make use of the Nursery facilities once a week and have physical education sessions in the hall. As a result, their achievement is just satisfactory. In a creative dance lesson, children recognise the change in their heart rate after their warming up activities. They show control as they move in a variety of ways, crawling, spinning and rolling like caterpillars and cocoons. However, they find it difficult to co-ordinate their arm and leg movements effectively when pretending to be butterflies. They crowd together and do not make good use of the space as they move around the hall. Children's manipulative skills are developed through the use of pencils, pens, brushes, modelling materials and a range of tools. In the Nursery children use water and large brushes to 'paint' a wall and are fascinated as the sun dries up their marks. Children in Reception roll and shape playdough to make numbers and show good control of a brush

when making observational paintings of a plant. They use a range of construction toys, including large wooden bricks safely and confidently.

## **Creative development**

- 99 Children's attainment in this area of learning is in line with national expectations. Well resourced role-play areas such as a home corner, garage and garden centre promote imaginative play and encourage children to take different roles. Nursery children playing with big bricks show imagination describing the lasers they have made. Children in a Reception class make careful and accurate observational paintings of plants and experience colour mixing by painting their hands and rubbing them together before making hand prints. They explore thick paint on a table top, draw pictures in it with their fingers and make prints from their drawings. They make collages from a range of materials such as tissue, straws and coloured and gummed papers. They use junk materials to make 3 dimensional models and create large paper spiders with pipe-cleaner legs by cutting, folding and sticking.
- 100 In a music lesson in the Nursery, children join in the words and actions of songs with great enthusiasm, singing tunefully and using their voices to create different effects and expressions. They respond quickly to the teacher's hand signal to stop. Children in Reception listen very carefully and copy the rhythms being clapped by the teacher. When shown spider and fly cards they are able to clap the syllables in each word. They sing simple songs such as 'Incy Wincy Spider' from memory and match their movements to the songs.
- 101 The quality of teaching in the Foundation Stage in all six areas of learning is never less than good. Teaching in communication, language and literacy and creative development is often very good and at times excellent. Also, excellent teaching was observed in music. Teachers, Nursery nurses, teaching assistants and other adult helpers work very well together creating a calm, welcoming and well-ordered learning environment. Comprehensive assessment and tracking systems are in place so that teachers know their children well ensuring that all children make good progress over time. Planning for all lessons is based on the six areas of learning in line with the curricular guidance for the Foundation Stage so that children are offered a full range of learning experiences. Planning is clear and detailed but lacks specific reference to the individual education plans for children with special educational needs and to the learning needs of children at the early stages of learning English. However, all children are well supported during lessons. In the most effective lessons, adults have a very good understanding of the needs of young children and provide activities and support to meet those needs and to enable all children to learn and to be successful. They ensure tasks are achievable, challenging and stimulating. In these lessons, children are highly motivated and make very good progress. Less effective teaching occurs when opportunities to promote children's speaking and listening skills, such as in role-play areas, are missed and books and reading are

insufficiently promoted. In a minority of lessons, the pace becomes slower and children are not sufficiently actively involved in the activities.

- 102 Management of the Foundation Stage is very good. The co-ordinator has worked very hard to maintain the good standards identified in the last inspection and to address the areas needing development. She has also ensured that all staff have undergone Foundation Stage training. As a result, shared approaches to planning and assessment have been firmly established and children experience a very well managed and smooth transition from Nursery to Reception. A carefully planned induction programme has been established allowing children to settle quickly and happily. Parents are welcomed to the classrooms each morning for the first two terms to help children feel secure. This provides an opportunity for parents to work with their children in the classroom supported and guided by staff. In this way effective relationships between school and home are also established. Home school reading diaries and word books are used effectively by parents and staff so that parents are able to support the children in their learning. Resources have been improved and there is now an adequate supply of books and materials for learning.

## **ENGLISH**

- 103 Results in the 2000 National Curriculum tests showed that standards attained by seven year olds in reading and writing were well below the national average. When compared with similar schools, results were well below in reading and average in writing. Pupils achieve well in Key Stage 1. A significant number of children are at the early stages of learning English and the school establishes good foundations for the pupils' continual development of language and linguistic skills. The results in national tests are adversely effected by the high number of pupils who do not benefit from being at school from the start to the end of the key stage. Over the last three years, although standards have remained below average, they have improved steadily, especially the writing of seven year olds. The unconfirmed results for 2001 show these improvements have been maintained.
- 104 The attainment of eleven year olds indicated by the 2000 national tests were also well below the national average, but above average when compared with similar schools. As at Key Stage 1, a higher than usual proportion of pupils join the school during the key stage and those who are at relatively early stages of learning English do not always perform well in test conditions.
- 105 Performance data shows that there is some variation between boys and girls in Key Stage 2. The school is aware of this and some action has been taken to motivate boys by purchasing appropriate non-fiction books. However, it has not investigated precisely in which aspects boys are underachieving in order to identify and take the most appropriate action. Evidence from the inspection shows that standards remain below average at Key Stage 2, but

pupils including those with special educational needs and the bilingual learners achieve well against their prior attainment. Due to consistently good teaching, very effective support from the teaching assistants and a clear focus on raising attainment pupils make good progress, particularly by the time they leave school.

- 106 By the age of seven and eleven, pupils' attainment in speaking and listening is below the national average. Whilst high attaining pupils listen and speak confidently in response to teachers' questions and at the end of lessons when presenting and sharing work, there are too few planned opportunities for pupils to talk for a range of purposes. This is particularly so throughout all subjects in terms of collaborative learning and presenting work to different audiences. Activities specifically focussed on speaking and listening are not systematically planned and supported by a scheme of work to ensure progression and enable the school to assess outcomes over time. By the age of eleven, many pupils can engage well in speaking and listening activities when given the opportunity. This was well exemplified in a Year 5 lesson focussing on persuasive writing, where pupils took part in brainstorming with good prompting and questioning from the teacher as she scribed ideas using subheadings. Pupils in another Year 6 lesson, helped again through careful and supportive questioning, joined in enthusiastically when they discussed terms used in the horror genre. However, these examples are too infrequent and in many instances, pupils do not often engage in extended discussions where they need to take the initiative.
- 107 Attainment in reading by the age of seven and eleven is below the national average for the majority of pupils. By the age of seven, above average pupils enjoy reading and are able to talk about the plot and compare their current reading with material read previously. They express their preferences confidently and can justify choices and selections of books. Average attaining pupils can talk about the content of what they read and make good use of phonic clues but many, including lower attaining pupils, read hesitantly and are much less forthcoming when invited to comment on the plot, characters or their preferences. By the age of eleven, high attaining pupils use a range of strategies to help them in their reading and discuss a variety of texts. They predict what might happen using their knowledge of the plot and characters and justify their predictions. However, few pupils have developed sufficient skills to infer and deduct beyond the literal meaning and refer to texts to support their views. Reading is managed well with an improving provision for guided reading. Pupils keep records of their reading showing parental involvement in supporting them at home. However, few know what they need to do to improve their reading skills. Library facilities are restricted and opportunities to use books for independent research are limited. However, the school makes good use of special events like the "Reading Relay Project" involving older pupils in specific library tasks.
- 108 Attainment in writing, by the age of seven and eleven is below the national average. By the age of seven, higher attaining pupils develop their ideas in



sequence and use capital letters with most words correctly. They spelt appropriately for their age and some can use joined writing. They choose vocabulary imaginatively and some start to review books and comment on story structure. However, whilst many pupils manage to communicate meaning, the majority do not write in sentences, sustain ideas and develop them sufficiently. By the age of eleven, higher attaining pupils write extensively and produce a variety of narrative and non-narrative texts. However, a high proportion lack confidence and understanding to produce work using vocabulary that is rich or is arranged in a way that captures and holds the readers attention. Pupils' spelling is mostly accurate. Pupils' written work is regularly commented on and the quality of marking is consistently high, offering pupils guidance on how they might improve their work. The standard in handwriting is satisfactory for the majority of pupils. The school has focussed on writing as an area needing improvement and evidence from the inspection indicates that this is beginning to have a positive impact on raising standards.

- 109 Pupils' attitudes in English are very positive throughout the school and this contributes substantially to the progress they make. They are keen, highly motivated and engage well with activities in lessons. They are attentive listeners and when given the opportunity work collaboratively. English makes a significant contribution to pupils' personal development, but there are missed opportunities to promote pupils' spiritual development.
- 110 The quality of teaching is good overall and sometimes very good or excellent. All teaching was satisfactory, but the profile of teaching was slightly stronger in Key Stage 2 as the pace of work was more rigorous. Where teaching is good or very good, learning objectives are thoroughly rehearsed with the pupils to focus their attention and revisited at the end to check understanding. Effective questioning is used to consolidate understanding of text and use of language. In the best teaching, questioning is used in a way that enables the majority of pupils to respond. Good examples of brainstorming are used to extend and explore pupils' ideas. This was amply illustrated in a Year 6 lesson where the teacher's subject knowledge combined with his excellent teaching enabled all pupils to participate actively both in oral discussion and when working within a group. Where teaching is less effective, this is mainly due to the teacher allowing pupils to talk out of turn or losing their concentration. In some lessons there is a lack of attention to the needs of pupils with English as an additional language, especially those at early stages of learning English.
- 111 The school uses the national literacy framework effectively and strategies for continuous development and improvement have led to more focussed and better provision for writing. The school carries out a range of assessment tasks and collates assessment information, but there are no clear methods enabling teachers within year groups to track pupils' progress and use data to set group and individual targets. Neither are pupils directly involved in setting their own targets to develop their own understanding of what aspects of their language skills needs to be improved. The last

inspection report highlighted the need to develop examples of assessed and levelled work to help teachers in their assessment, but this has not been fully addressed.

- 112 The co-ordinator manages developments well and works closely with other colleagues within the English curriculum team. There are regular reviews of the curriculum and pupils' work and these are used effectively to set priorities for developing the subject. Whilst the national literacy framework is thoroughly followed, there is no scheme of work for listening and speaking to ensure clear progression in learning, or to define expectations within each year group. There are some good examples of the use of non-fiction texts as a vehicle to explore topics in religious education, science and history. However, outside literacy lessons, there are too few planned opportunities for using and promoting literacy skills across the curriculum. Given the rising standards and good quality of teaching there has been good improvement since the last inspection.

## **MATHEMATICS**

- 113 In the National Curriculum tests for seven-year-old pupils in 2000, the school's performance, when compared with all schools, was below the national average. When compared with similar schools, the results were average. Standards have risen significantly over the last three years and the unconfirmed results for 2001 show this improvement has been maintained. The percentage of pupils achieving the higher level 3 has also risen. This represents good improvement since the last inspection when standards were well below the national average. Inspection findings show that, in comparison with national expectations, standards in mathematics are broadly in line with what is expected of seven-year-old pupils. This indicates that pupils' achievement is good in relation to their attainment on entry to the school including those with special educational needs and those at the early stages of learning English.
- 114 In the 2000 National Curriculum tests for eleven-year-olds, the school's performance when compared to all schools was below the national average but when compared to similar schools it was well above. Standards have risen significantly since 1998 and more rapidly than standards nationally. In 2000, the percentage of pupils attaining the higher level 5 was in line with the national average and well above that of similar schools. Inspection findings show that by the end of Key Stage 2, standards in mathematics are average. In the previous inspection, standards were found to be below national expectations with no pupils attaining the higher level so this represents very good improvement. All pupils achieve well in relation to their prior attainment due to consistently good teaching and support from the teaching assistants, high expectations and the successful implementation of the National Numeracy strategy. There is no significant difference between the attainment of boys and girls. Pupils have satisfactory opportunity to use their mathematical knowledge and understanding in other subjects. For

example, in a Year 2 science investigation, they measure the distance small cars have travelled and compare the results.

- 115 By the end of Key Stage 1, higher attaining pupils count in threes and fours and confidently order and sequence numbers up to 1000. Building on their earlier skills of adding and subtracting numbers with tens and units, they carry out multiplication and division sums in tens and units and add money in pounds and pence. They use the strategy of rounding up or down to help in their calculations. They understand the fractions, quarter, half and three quarters and apply this knowledge when learning about rotation and different size turns. They use tallying to collect data and they create and interpret bar graphs. They measure lines using the standard measure of a centimetre. Lower attaining pupils have difficulty counting in tens and are not confident when sequencing and using number patterns up to 100. They create addition and subtraction sums using numbers up to 20 but not all pupils recognise that six plus two is the same as two plus six. When working with money, they calculate the change needed from 5p, 10p, 15p and 20p. They attempt to break two digit numbers into tens and units.
- 116 Higher attaining pupils, at the end of Key Stage 2, respond quickly and accurately to questions about equivalence. For example, they explain why 0.25, one quarter and 25% are the same. They use a variety of strategies such as partitioning and rounding up and down when dealing with mental addition and they explain their methods clearly to each other and the class. They find different ways to tackle problem solving tasks, combining multiplication and addition and show understanding of place value when doing so. Some pupils check their answers by using the inverse operation. They add and divide decimals, learn about symmetry and rotation and create graphs to convert gallons to litres and litres to pints. Lower attaining pupils work on multiplying by 10 and apply this knowledge to help them multiply by nine. They use number facts and place value to help them add and subtract mentally. They calculate a simple percentage of 100, 200, 300, etc. and find the lines of symmetry in 2 dimensional shapes such as pentagons, hexagons and octagons. They correctly use the standard measures for capacity.
- 117 The quality of teaching in mathematics is good in both key stages. No unsatisfactory teaching was seen during the inspection. In Key Stage 1, teaching ranges from satisfactory to very good, and was particularly effective in Year 1. In Key Stage 2, 40 per cent was very good or excellent. In the most effective lessons teachers demonstrate very good subject knowledge and show understanding of the best ways to inspire and motivate pupils. They present new material in innovative and interactive ways such as by computer programs. These lessons move at a brisk pace, teachers are lively and enthusiastic and pupils are focused and keen to learn and be successful. Support staff are very well deployed so that all pupils are well

supported and make very good progress. Teachers constantly assess the pupils' understanding and challenge their thinking.

- 118 Some less successful lessons occur when there is a lack of practical activities and a heavy reliance on the use of worksheets. In these lessons, pupils struggle to understand new concepts, they lose interest and their progress is limited. For example, no counting apparatus was made available to lower attaining Year 2 pupils who were writing number 'stories' from three given numbers. As a result, they did not recognise the patterns and relationships between the numbers.
- 119 There is a whole school agreement that mathematics homework should be set weekly in all classes. At present this is not consistently applied and homework is not always marked. This limits the value of the homework in supporting pupils' learning.
- 120 Pupils' behaviour and their attitudes to their work are good or very good in almost all lessons and never less than satisfactory. In two lessons in Key Stage 2 it was excellent. In a Year 5 class, for example, pupils are attentive and keen to respond during the mental maths session. Very good planning and preparation by the teacher ensures they move quickly to their tables and settle immediately to their tasks without fuss. They work hard and enthusiastically, making excellent progress. Clear planning and the very good use of support staff in a Year 1 class, ensures that pupils know what they have to do and persevere with their work. Teaching in mathematics makes a significant contribution to pupils' personal and social development. There is little evidence of it contributing to their spiritual and cultural development.
- 121 Following the previous inspection, the school identified the need to raise standards in mathematics and has taken very good action to meet its targets. The National Numeracy Strategy has been fully implemented and resources have been reviewed and purchased to meet its requirements. Pupils in all year groups have been grouped in ability sets, reducing the size of most classes. Additional staff have been employed to teach the sets. These arrangements have had a significant impact on the quality of teaching and learning across the school resulting in the continuing improvement in standards. This represents very good improvement since the last inspection. In Year 2, however, the setting is less successful, teachers are not well deployed and the progress some pupils make during lessons is barely satisfactory.
- 122 Mathematics is very well managed and co-ordinated. The co-ordinator makes careful analyses of pupils' responses to questions in national tests so that teaching programmes are adapted to address any weaknesses and targets for pupils' learning can be set. However, she does not regularly monitor teachers' planning and pupils' work to ensure consistent practice across the school and is not yet fully involved in using performance data to set targets in all year groups.

## SCIENCE

- 123 The good work identified in science during the last inspection has been maintained, and the work seen during the inspection shows that pupils are achieving well and attaining standards that are average at both seven and eleven. The results of National Curriculum tests for eleven-year-olds in 2000 were well below the national average, although they were an improvement when compared to previous years. The results were average when compared to similar schools. Provisional figures based on the teacher assessments for 2001, continue to show a rapidly rising trend of improvement. The test results are influenced by the high proportion of pupils in the school who speak English as an additional language. The national tests are written assessments and to achieve well, pupils are very dependent on their English comprehension skills. Consequently, the attainment seen in lessons was better than that suggested by the written assessments. There is little significant difference between the attainment of boys and girls.
- 124 Pupils aged eleven know about the movement of the Earth and how its relationship with the sun affects the seasons and the length of the day. Their work on forces has included air resistance and friction and they recognise when forces are balanced or not. They carry out investigations with care and accuracy and are well aware of the need to ensure that tests are fair. Pupils aged seven to eleven make good progress and achieve well. They attain standards of work that are almost average for their age. Seven - and eight-year-olds carry out investigations on the way shadows are formed and they improve their mathematical skills by drawing a graph comparing the length of a shadow to the time of the day. They make simple observations and record these on charts or in graphs. Eight-year-olds experiment with an electrical motor and they try to find out how the speed of a motor is affected by the batteries. The work on electricity has led to a consideration of conductors and insulators and how they are important in everyday life. The recording of science results is accurate, scientific vocabulary is used appropriately, but does not always contain clear conclusions drawn from these results.
- 125 Standards in teacher assessments for seven-year-olds in 2000 were well below the national average, and there are few pupils who reach the higher levels of work. However, good teaching this year has enabled the majority of pupils to reach standards that are close to those expected for their age. Five- and six-year-olds are achieving sound standards in the work they undertake in science. They know that pushes and pulls are types of forces and that cars move at different speeds on different surfaces. They make simple observations but are hampered by their limited English language skills to give clear explanations. Their problems in this area, however, reflect their difficulties with using English for purposes beyond their immediate experience.

- 126 Teaching overall is good for all pupils. In the best lessons, teachers have good subject knowledge, use questions effectively, pace their lessons well and have high expectations of the pupils in terms of behaviour and learning. This enables pupils to work for sustained periods of time, to carry out tests accurately and to achieve well. Pupils are enthusiastic and enjoy the investigations. Very good teaching was seen, which incorporates the teaching assistants so that the adults work together as a team. This very good support is targeted well to the pupils with special needs but not always so effectively for those who are in the early stages of learning English. This support enables all pupils to carry out the same work, but at times does not provide sufficient challenge for the high attainers as the work set is very teacher – directed, with structured work sheets to complete. Pupils have limited opportunities to design their own experiments and to record their work independently with sustained writing. The use of computers in science is just beginning. Another very good lesson was seen with younger pupils who by playing with sand, water and bubbles in the outside area on a beautiful sunny day were able to learn how things are moved by air or by blowing. Work is presented well and marked to give pupils useful feedback. Teaching assistants make good use of their time by carrying out evaluations of the pupils' work during the lesson.
- 127 The school is now using a commercially produced scheme of work that successfully addresses all aspects of the National Curriculum for science. The impact of the Literacy and Numeracy hours has reduced the time spent on science and the time is therefore too limited to carry out frequent investigations. Contribution to literacy skills is limited, with insufficient discussions by the pupils and insufficient time for sustained writing or for pupils to carry out their own research.
- 128 The school's co-ordinator is recently appointed, but has very good ideas and already has a draft action plan. She continues to develop monitoring of the subject and to review the system of assessing and recording pupils' progress through the school. There are good resources for science in the school and the subject makes some contribution to the pupils' social development through opportunities to work together and to share resources.

#### **ART AND DESIGN**

- 129 It was only possible to observe lessons in Key Stage 1. The attainment in art has been judged from discussions with staff and pupils, scrutinising teachers' planning and reviewing work in pupils' folders and on display. Attainment in art is average for pupils at seven and eleven and they achieve well. There are no significant differences between the attainment of boys and girls. All groups of pupils, including those with English as an additional language, make similar rates of progress. Satisfactory standards have been maintained since the last inspection.
- 130 In Year 1, pupils know characteristics of sculpture as an art form, for instance, that it can take many different shapes and it is three dimensional.

They discuss different sculptures by famous artists, the different materials that can be used and try to interpret what they see. They work from designs of an "ideal garden" and build their own sculptures, using a range of materials. Many begin to evaluate their own and others' work, pointing out what they like and how they might improve. In Year 2, pupils experiment with collage techniques and incorporate them in their mural designs. They demonstrate skills in a range of materials to create texture and depth.

- 131 Older pupils produce close observational drawings of carnations, showing clear detail. They draw portraits of adults posing and showing different body shapes using charcoal. This work shows clear observation and is based on a workshop led by a visiting artist. Pupils have a good knowledge of different materials and their work shows good visual qualities, for instance when they produce masks or clay pots linked to their study of the Ancient Greeks. Pupils including those with special educational needs and English as an additional language achieve well as they learn a range of techniques and styles often using the work of other artists to inspire them.
- 132 Pupils' attitudes to learning are positive throughout the school. They listen attentively and observe intently for instance when looking at photographs of sculptures by famous artists. They contribute to discussion and make suggestions of how to solve problems. This clearly contributes to their achievement. Evidence from completed work and sketchbooks show high levels of motivation and increasing independence.
- 133 The quality of teaching at Key Stage 1 is at least satisfactory and often good. Teachers plan lessons thoroughly and clearly identify the learning outcomes to be achieved. They use explanation thoughtfully to focus pupils' attention on key ideas and elements of the lesson. This was exemplified in two lessons in Year 1 where teaching was focussed on enabling pupils to observe and interpret what they saw. Effective interventions by both the teachers and teaching assistants enable all pupils to achieve and experience a high level of success. The majority of teachers have a secure knowledge of the subject that is reflected in well-timed and helpful interventions. The pupils are given opportunities to evaluate their work and this increases their understanding and knowledge of the topic. Teachers manage pupils effectively and have established positive and supportive relationships with pupils that motivate them to work hard. They organise lessons well and prepare resources in advance, enabling them to focus pupils' attention on the key concepts and development of specific skills and techniques.
- 134 The co-ordinator has good expertise that he shares with colleagues. Clear priorities are identified for developing the subject, including pupil assessments for each term. However, there was little evidence of assessment being used to set targets for individuals or groups. Consequently, there is not a clear structure where assessment is linked to improving standards.

## DESIGN AND TECHNOLOGY

- 135 As in the previous inspection, pupils' standards of attainment in design and technology for seven and eleven year- olds are average. Pupils achieve well and make satisfactory progress in all aspects of the subject. The areas identified in the last report such as the planning and the acquisition of resources are now in place. The other areas mentioned such as assessment procedures and the monitoring aspects are not yet fully developed. This affects the quality of learning throughout the school as it is difficult for the teachers to ascertain the progress of pupils year-on-year, so that they can plan challenging work for the high attainers or take into account the English language skills of those pupils who are still learning English.
- 136 Seven-year-olds use their skills well to design a vehicle for a specific purpose. They learn about wheels and axles. They design and make other vehicles from card and then compare their final versions with their original designs. They use fabrics effectively to weave patterns. Pupils aged five to seven make satisfactory progress in the work they undertake and produce lively displays of moving pictures from nursery rhymes or animals with moving parts. They use sliders and levers competently.



- 137 Older pupils work on a range of projects which range from: designing and making slippers, making toys using cam – mechanisms, making monsters move with pneumatic systems or producing story books with moving pictures. These projects are effectively displayed throughout the school and enhance the learning for all.
- 138 Pupils aged eleven use their design skills well for making slippers. Their design plans are detailed, and include the materials and equipment to be used. They do not always evaluate the finished article or identify ways in which it could be improved. Nine year-olds design moving toys including footballers or ships on water. There is limited review of their work to promote improvements. Eight- year-olds have designed and made purses from a variety of materials, using templates to cut the shapes and sewing the pieces together. There are some links with other subjects, for example in history, where pupils make a shaduf, a water carrier in Egypt and in music with the making of instruments. Links with other subjects are not systematically planned.
- 139 Two lessons were seen in design and technology that were at least good. Evidence is taken from a scrutiny of work in classrooms and in pupils' folders and from an examination of the planning documentation. Overall, throughout the school, the quality of teaching is satisfactory. Planning for the subject is based on a new commercial scheme of work and contains too little identification of development of skills. It is clear that some skills necessary for design and technology are used by pupils, but with only one project a term, it is difficult for the pupils to practise their skills regularly and to remember what they have learnt after a few months gap.
- 140 Scrutiny of work in displays and folders indicates that pupils put effort into their work and apply themselves fully to their tasks. However, the work is not collated systematically and not always assessed. There is limited use of instructions for replicating models and most diagrams are inaccurate. The few evaluations seen during the inspection are thoughtful and based on accurate observations. There is limited use of information and communication technology.
- 141 Good use is made of the co-ordinator to support staff with their teaching, and his main priority is to build up staff confidence in this subject. The subject makes a sound contribution to pupils' social development through opportunities to work together, and to cultural development though its links with history and music.

## **GEOGRAPHY**

- 142 It was only possible to observe one geography lesson during the inspection. However, evidence obtained from other sources, such as pupils' work, displays, teachers' planning and discussions with pupils, shows that attainment is close to average at the end of both key stages. This represents a similar picture to standards reported during the last inspection.

- 143 A scrutiny of pupils' work shows that they achieve satisfactorily at both key stages. By the end of Key Stage 1 pupils can trace their route to school on a simple map and draw a plan of their classroom noting key features. Higher-attaining pupils in Year 1 can label accurately a local map with landmarks such as the bus garage, shops and traffic lights. Year 1 pupils are beginning to appreciate how they might improve their environment, for example by making Southbury Road safer to cross. Pupils know that London is 'a big, big city' and are able to describe basic differences between Enfield and the seaside town of Walton on the Naze. While visiting the latter, teachers take opportunities to develop language when Year 2 pupils write postcards back to school in which they describe the 'bumpy ride' of the journey and the joys of paddling in the sea. Pupils are beginning to use appropriate terms when discussing particular locations, such as 'seaweed', 'pier', 'beach', and 'coast' in relation to a seaside resort.
- 144 At Key Stage 2, pupils demonstrate satisfactory knowledge of places both near and far. In Year 5, pupils undertake a traffic survey of local roads and are able to compare changes within the area by studying photographs taken five years ago. Year 6 pupils can readily name various continents and countries therein. They are also developing a sound knowledge of physical patterns and processes. For example, they are able to describe accurately features of a river and the stages of the water cycle. Pupils' fieldwork skills are enriched through visiting the River Lea and Fisher's Green to study processes such as river erosion.
- 145 Although there is insufficient evidence to make an overall judgement on the quality of geography teaching in the school, in the one Year 5 lesson observed during the inspection, the quality of teaching was good and all pupils achieved well. The teacher had clear expectations of what pupils had to do and, in considering the impact of tourism upon Walton on the Naze, set a suitably focused task of note-taking from photographs of the town. Through selective questioning and prompts, pupils began to realise the economic value of tourism to souvenir shopkeepers and businessmen, while taking into account the environmental concerns of litter disposal and traffic pollution. Where teaching is less effective, pupils do not have sufficient opportunities to raise and record their own geographical questions. Consequently their feeling of personal involvement in environmental issues and their ability to weigh up views in the process of decision-making are underdeveloped. For example, when Year 6 pupils consider the impact of tourism in the Alps excessive questioning of minor points distracts them from the key issue of the benefits and problems such developments bring to the community under study. While pupils' written work is marked regularly, teachers do not give sufficient feedback regarding the stage of geographical understanding pupils have reached and where they need to improve.
- 146 The opening of the new information and communication technology suite has enabled pupils to make good use of the Internet in developing their geographical knowledge and understanding. For example, Year 3 pupils

access an appropriate web site to locate information about weather patterns around the world to supplement their work on daily weather reports at home. Pupils are able to identify weather symbols and countries, such as India, from their outline maps on screen. The choice of a suitably visual web site, together with focused adult and peer support, enable pupils with special educational needs and those for whom English is an additional language to achieve well.

- 147 Two members of staff have shared responsibility for co-ordinating geography for the past year. They have both attended courses run for humanities co-ordinators and liaise with other staff on an informal basis regarding planning. The government-approved scheme of work has been introduced and a recent audit undertaken to check coverage. The demands of teaching the core subjects has meant that the time devoted to geography units within the scheme of work sometimes falls short of the recommended amount. Consequently, the balance of the curriculum is affected which restricts pupils' achievement in certain areas. As part of the subject action plan, the co-ordinators plan to review the order and timing of geography units next year.
- 148 The formal monitoring and assessment of pupils' work across the school remains a known weakness, as mentioned in the previous report, and features within the school action plan for geography. Resources for teaching geography are satisfactory and include a range of maps suitable for different ages. However, the co-ordinators are aware that atlases are outdated and the use of other resources, such as CD-ROMs, would extend the currently limited opportunities for older pupils to undertake inquiry-based geographical research.

## **HISTORY**

- 149 Due to timetable arrangements, no history lessons were observed during the week of the inspection. However, evidence obtained from analysing pupils' work, examining teachers' planning and discussions with pupils, shows that attainment is broadly average at both key stages. A scrutiny of pupils' books shows that they achieve satisfactorily at both key stages.
- 150 Pupils at Key Stage 1 learn to recognise that their lives are different from people's in the past. When looking at old and new toys, they show an emerging sense of chronology. They find out the kind of toys which parents and grandparents had as children, thereby developing a sense of change over time. Pupils demonstrate good recall of factual information from stories of famous people and events in the past. They know, for example, that Florence Nightingale was called 'the Lady with the Lamp' and higher-attaining pupils can explain that she started the first training school for nurses, located in London. They are also beginning to recognise causes behind historical events, for example that the Great Plague in London was spread by rats.

- 151 Pupils at Key Stage 2 are developing their sense of historical time. They know that history is something which happened 'long ago' as well as 'recently'. In Year 6, pupils are able to describe basic differences between life in ancient Greece and today. They also understand that the influence of the ancient Greeks is still with us - for example through word prefixes such as 'hydro'. All pupils know that there are different ways to find out about the past, including video material, books and the Internet. Higher-attaining pupils can make links between different periods in the past and realise that historical sources cannot always be trusted. They can explain, for example, that evidence from life 2000 years ago is open to different interpretations.
- 152 There is insufficient evidence to judge the quality of history teaching at both key stages. Teachers plan according to government-approved schemes although the suggested time allocations are often squeezed because of pressure to meet other requirements in literacy and numeracy. This means that the history units are sometimes underdeveloped and pupils' learning restricted. For example, there is an insufficient degree of independent research by older and more able pupils at Key Stage 2 in which they are asked to explore open-ended historical questions. Sometimes, pupils' written work is also limited in scope and nature. This is not helped by the fact that teachers' marking of pupils' work rarely offers ways in which pupils could improve their historical knowledge and understanding.
- 153 Pupils are provided with a satisfactory range of activities to learn about the past. At Key Stage 1 there are a few opportunities for pupils to handle domestic artefacts, and in so doing they are beginning to understand ideas such as change and continuity within the home. The use of this hands-on approach is particularly suited to the needs of pupils with special educational needs and those for whom English is an additional language, who make sound progress accordingly. In Year 1 pupils visit the Toy Museum at Stansted and realise that 'old' toys did not have batteries, computers or electricity. Where teaching is effective, teachers use key questions to focus pupils' learning. In Year 4, for instance, pupils are asked to consider 'How do we know?' about life in ancient Egypt leading to discussion over the nature of evidence. However, throughout the school pupils do not have sufficient opportunities to ask their own questions when undertaking historical inquiry.
- 154 Teachers effectively use information and communication technology to develop historical knowledge, for example by using the Internet, and to enhance pupils' presentation of work. Year 6 pupils, for example, use 'clip-art' graphics of borders, urns, and buildings to good effect when illustrating their written work on ancient Greece.
- 155 Pupils at both key stages enjoy history and many talk enthusiastically about their learning. Year 2 pupils, for instance, vividly recalled that the Great Fire of London was caused when a baker had fallen asleep in Pudding Lane. In discussions with Year 6 pupils, they can vividly recall particular details about Tudor monarchs, such as the fact that Anne Boleyn had six fingers on

her left hand and gave birth to a queen (Elizabeth I) who became the longest-reigning monarch in British history. But their knowledge of everyday life within periods is more limited and they find it difficult to generalise about features of societies in the past. This is partly due to the structure of the school's planning whereby pupils are not continuously taught history.

- 156 Resources for history are adequate. There is a resource room set aside for Humanities which contains a range of material including video programmes, commercial packs, visuals and a few artefacts, well organised into topic boxes. Older pupils can compare maps of the locality noting historical changes. Throughout the school insufficient use is made of primary sources, particularly for local history. This means that pupils have only limited opportunities to explore the rich multicultural heritage of their community.
- 157 The subject co-ordinators for geography and history have shared the duties since they took charge last year and their roles are not yet fully developed. Both have attended in-service training courses to update their skills of teaching history and are aware of areas to improve standards, such as monitoring and assessing pupils' subject performance. They have already begun to develop a school scheme of work using a range of topics.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 158 Only one lesson was observed at Key Stage 1 during the week of the inspection. However, evidence gained from analysing pupils' work, an examination of teachers' planning and discussions with pupils shows that standards in information and communication technology by Year 2 are broadly average and pupils achieve well. Standards have been maintained since the previous inspection.
- 159 By the age of seven, while working at the computer pupils can 'log on' and 'log off' in order to start and finish their work. They can also open a suitable software package. Pupils in Year 1 are developing good skills in controlling a mouse, including 'click and drag' techniques in relation to work on plants in science. Their word-processing skills are developing to the extent that they can enter simple words, such as 'stem' and 'root', into text boxes on screen. They are beginning to learn how to save their work to an appropriate file. Pupils know the names and functions of the main keys and symbols, and use the appropriate computer language. Pupils in Year 2 are able to give instructions to a programmable floor robot, although work on control technology throughout the school is limited. Year 2 pupils are also able to amend text by deleting and adding words, although many pupils have difficulty in holding down the 'shift' key simultaneously with another key to produce certain symbols and capital letters.
- 160 Standards at Key Stage 2 are below the national average that was the case at the time of the last inspection. In reality, standards have improved, but not at the same rate those nationally. Standards have not yet sufficiently improved since 1997 because measures within the effective action plan

introduced in the autumn of 2000 have not had enough time to raise attainment to those now expected nationally. However, this is not to detract from the significant progress which the school has made over the last year which has increased opportunities for pupils to learn new skills. Major improvements have included the opening of an information and communication technology suite, comprising 15 computers, and the appointment of a teacher assistant with technical competence to support class teachers. Both of these measures have had a very positive effect upon pupils' achievement. For example, older pupils have been introduced to the Internet and are beginning to realise the need to refine searches by entering specific words to make the most effective use of their time. This was discussed in a Year 5 lesson on researching life in the 1960s, and one pupil pointed out that entering the words 'Teddy boys' might result in web site information on Teddy Sherringham, the professional footballer. Pupils are beginning to evaluate information and communication technology. For example, higher-attaining pupils in Year 3 know that e-mail has advantages over posting a letter, for example in terms of speed. However, throughout the school pupils do not have sufficient opportunities to develop their speaking and listening skills by discussing the use of information and communication technology in society.

- 161 The quality of teaching is satisfactory with some good examples observed during the week of the inspection. All pupils throughout the school achieve well in information and communication technology because the teaching is effective and supported by appropriate resources. Close liaison between the teaching assistant, based in the information and communication technology suite, and class teachers ensures that curriculum links are well planned. Consequently, teachers have clear expectations and pupils know what they have to do. Occasionally in lessons, teachers are hesitant because they personally lack confidence, know-how and speed when demonstrating computer skills, which means that lesson introductions are slow and pupils are held back. This is a particular problem during the afternoon sessions, when pupils have less time to cover the work than during morning lessons.
- 162 Teachers make effective use of information and communication technology to develop and support teaching in other subjects. This is a major improvement since the last inspection when there was no evidence of information and communication technology being used to support other subjects. Year 2 pupils enter simple mathematical data about themselves into a program, while Year 3 pupils sequence sounds when composing music using appropriate software. Year 4 pupils have learnt how to change the size, colour and style of fonts, as well as reposition and resize boxes, while compiling newsletters in English. Year 6 pupils confidently use the Internet to find out historical information about the Beatles. Pupils throughout Key Stage 2 can select appropriate 'clip art' to enhance the presentation of their work across the curriculum. Reading, writing and numerical skills are often practised through ICT lessons. Year 5 pupils, for instance, work within a budget to plan a party for their classmates using a spreadsheet. They scan shop receipts to find the costs of chosen food items

and enter the data, many proceeding to use the 'sum' key correctly to calculate totals.

- 163 Pupils at both key stages demonstrate a keen interest in their information and communication technology lessons. For example, while accessing a web site related to their work on the weather, one group of pupils in Year 3 jumped with excitement at finding soaring temperatures, depicted through striking red and orange symbols on a map of Africa. Pupils behave very well in lessons, treating the equipment with respect and waiting patiently while software is loading. All classes settle very quickly when using the information and communication technology suite and listen attentively to instructions given. They know the school rules for using computers and follow them with few reminders. While working in pairs, more confident and capable pupils offer help to those with limited computer skills, thereby developing good relationships. Pupils with special educational needs particularly benefit from the support of their classmates and adults. Pupils for whom English is an additional language made good progress because of focused support, for example through the use of prompt cards and colour-coded keys on the keyboard. However, when using the world wide web in an open search, the heavy reading demands posed by many web sites proves frustrating for such pupils which hinders their progress.
- 164 The co-ordination of the subject is very effective and this has contributed to pupils' good progress throughout the school. An audit of standards was conducted last year and areas for development, such as use of databases at Key Stage 1 and e-mail at Key Stage 2, have been successfully targeted. Subsequent investment in resources and staff training has greatly enhanced the learning opportunities for pupils. More comprehensive training following a government-sponsored national programme is planned from January 2002 so that all staff, including teacher assistants, have a more secure subject knowledge and understanding. Plans are in place so that pupils in the near future benefit from working with multi-media resources, a present weakness. The school is beginning to monitor pupils' subject performance, keeping folders of pupils' work on the hard drive, but recognises that monitoring and assessment are areas for improvement so that tasks match the differing needs of pupils.

## **MUSIC**

- 165 It was only possible to see music lessons in Key Stage 2. However, on the basis of discussions with teachers and pupils, a scrutiny of teachers' planning and listening to singing in a Key Stage 1 assembly, attainment is average for pupils aged seven and eleven. The majority of pupils achieve well against their prior attainment indicating that overall standards have improved since the last inspection. All of the teaching is provided through a specialist teacher who has a high level of expertise in the subject and who contributes directly to the progress pupils make.
- 166 Younger pupils develop their voices through chanting and sing confidently

and enthusiastically in assembly. Pupils know and practise a range of songs and use actions to help them memorise the songs. From evidence of previous planning, pupils have learnt a range of tunes, for instance a rap based on the story of Goldilocks and develop an appreciation of pitch as they chant different tunes based on the three goats in the story of "The Billy Goats Gruff".

- 167 Pupils in Year 3 clap accurately to different rhythmic patterns and take turns in devising their own patterns based on specific rhymes for their peers to copy. They experiment with composing tunes by making use of scales. They are given opportunities to improve their performance as they practise the tunes on xylophones. They sing confidently to a piano accompaniment and demonstrate a sense of shape for the melody. In Year 5, pupils preparing for an end of year "Rocky Monster Show" begin with a warm up using a range of sounds and rehearse some of the songs to be included in the show. The majority sing with confidence and modulate their voices appropriately alternating between boys and girls' parts and practise verses to memorise the words.
- 168 The majority of pupils including those with special educational needs and English as an additional language make good progress, especially in singing as they are increasingly exposed to a range of musical traditions. This is due to the good quality of teaching they receive and to their positive attitudes to music. They participate in lessons with real enjoyment and persevere in their effort to improve their performance. They work well together showing respect for each other.
- 169 The quality of teaching is consistently good. Lessons are effectively planned and structured, providing appropriate challenge and guidance to pupils and enthusing them for the subject. Lessons are appropriately introduced with reference to skills and knowledge acquired previously and they provide ample opportunities for pupils to practice and improve their performance. Good use is made of questioning to extend pupils' understanding of the elements of music and of the teachers' own knowledge to promote learning, for instance when pupils are enabled to listen carefully and perform effectively.
- 170 The provision for music is enhanced through additional instrumental tuition. This includes keyboard and piano tuition. The time allocation of half an hour for each class, however, is inadequate to cover an adequate depth and range of musical experiences, especially for older pupils. Since the last inspection, schemes of work have been developed which now incorporate QCA guidance and the school has made good improvements since the last inspection.

## **PHYSICAL EDUCATION**

- 171 Because of the inspection timetable of observations, no lessons were seen at Key Stage 1. It was possible to observe five lessons in Key Stage 2



during the course of the inspection. Findings are therefore based partly upon scrutiny of teachers' planning and assessments, discussion with staff and pupils, school documentation and other evidence. Attainment in physical education at the end of both key stages is below average. This indicates a decline since the last inspection and is due in part to a reduction in curriculum time since the introduction of the national literacy and numeracy strategies, together with a greater curriculum focus on developing information and communication technology.

- 172 Teachers' planning shows that pupils receive a full curriculum, including the teaching of swimming. By the age of 11, the majority of pupils meet the national expectation of swimming 25 metres unaided. All pupils, including those with special educational needs and those for whom English is an additional language, achieve well and make satisfactory progress in their learning. They are supported effectively by teachers and teaching assistants. They benefit from working co-operatively in small groups and teams where they receive good support from their classmates. Their progress over the whole of each key stage is restricted due to the limited amount of taught curriculum time and the few opportunities for extra-curricular enrichment.
- 173 By the end of Year 3, pupils know the importance of a warm-up at the start of lessons. They understand the need for exercise to keep their bodies fit and healthy. Pupils' basic games skills are under-developed and most find it difficult to strike a ball with confidence or bowl accurately. They move with sound athletic ability but lack co-ordination in throwing, catching and fielding skills. They play fairly and show good co-operation, particularly at the end of lessons when taking part in small-sided games.
- 174 By Year 5, pupils show good skills in gymnastics, as the result of good teaching and excellent support from a teaching assistant, who is also a gymnastics coach. In one lesson in particular, pupils were confident in planning short movement sequences using a range of apparatus. The higher attaining pupils had very good body control and used their flexibility well to make exciting movement sequences. Pupils have good opportunities to plan their own work and evaluate the balances of others, and this extends their understanding of how to achieve good quality of movement. Pupils in Year 6 were observed for a short time practising short tennis skills, on a very hot day. Their games skills were below expectations, but they showed a determination to improve.
- 175 Pupils enjoy the subject and take pleasure in improving their skills and performance. They change into appropriate clothing quickly and quietly. During lessons their behaviour is very good. Pupils show respect for the equipment and move apparatus sensibly, applying good safety rules. During the gymnastic lessons they demonstrated determination and concentration whilst performing their sequences. They were quick to show their appreciation for the effort and skill of others in the class.

- 176 The quality of teaching is satisfactory at Key Stage 2. It was not possible to judge the teaching at Key Stage 1. The teaching of gymnastics in Year 5 was of a particularly high standard. Strengths of teaching include an emphasis in the lesson on the development of skills, with teachers supporting effectively individual pupils. Teachers show sound subject knowledge and plan the lessons to proceed at a brisk pace, with the focus on keeping the pupils active. The organisation of lessons ensures sound progress in learning and teachers are particularly skilled at building pupils' confidence, using examples of pupils' work, and enabling pupils to evaluate their performance. Very good relationships between the teacher and pupils are also a positive feature of lessons. During the games lessons there was an insufficient range of equipment used to ensure that pupils of all abilities were able to develop their throwing and striking skills. Consequently, a few became frustrated and lost concentration at the end of the session. The lesson would have benefited from pupils using shorter handles and bats with a larger striking surface.
- 177 There is a limited range of extra curricular activities. Activities include football, netball and rounders for pupils in Key Stage 2. There are some opportunities available for pupils to play against other schools and to take part in local tournaments. The sports and team activities do not allow for a high proportion of pupils to be actively involved. The overall provision for the subject has declined since the previous inspection.
- 178 The subject has a policy and a developing scheme of work, based on the guidance from QCA<sup>8</sup>. The co-ordinator has produced a realistic action plan for future developments. Assessment is not well developed and is mainly informal, through observations of pupils in lessons. The co-ordinator has little direct influence on the levels of attainment throughout the school. Arrangements for the monitoring of teaching and learning are not fully established in physical education. The accommodation and resources are adequate to teach the National Curriculum. However, the extent of progress that pupils can make is restricted by the frequency of lessons and the limited amount of curricular time currently allocated to the subject.

## **RELIGIOUS EDUCATION**

- 179 Standards in religious education do not meet the full requirements set out in the Local Agreed Syllabus. There are still significant gaps in the knowledge and understanding of eleven and seven -year-olds. Nevertheless, there has been some improvement in the school's provision since the last inspection, when standards were poor and little religious education was taught. The scheme of work is now in place and resources have been ordered. Standards are still low because insufficient time is spent teaching religious education and it is not always taught on a regular basis. Consequently, pupils' achievement is unsatisfactory. There are few visits or visitors from the different faith communities. Major festivals of the world faiths are not always celebrated. Religious education is not being given the status of a

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<sup>8</sup> Qualifications and Curriculum Authority

primary core- curriculum subject.

- 180 The quality of teaching is satisfactory overall, although during the inspection teaching was only seen in the older classes. In the lessons seen, the teachers have good knowledge and understanding of the subject, plan effectively and relate the moral issues to a religious base. They make appropriate use of religious objects from a variety of faiths, both in teaching and in display. This helps foster a strong sense of respect for the range of religious beliefs in the school, which is re-enforced by pupils' learning in art and in assemblies. Art work includes paintings based on the life of Joseph and computer – graphic patterns based on Islamic designs. The pupils ensure that their patterns contain a deliberate mistake as they learn that Muslims believe that only God's work is perfect. The festivals of Light and Easter have been celebrated in the assemblies. In a minority of lessons in which the diverse faiths among the pupils are not fully used, teaching is less effective. Teachers do not yet assess pupils against the attainment targets of the Agreed Syllabus. This leads them to planning work that is not always matched to pupils' needs, including the needs of higher-attaining pupils and those who are still learning English. This is preventing the school from gaining full benefit from the good teaching in individual lessons. As a consequence, eleven-year-olds have some knowledge of Bible stories commonly taught to younger children, such as the story of "Joseph and his brothers" or the parables of Jesus, but have more limited knowledge of the world's leading faiths. Some seven- and eight-year-olds, who have had a more balance programme, had better knowledge and understanding of both these areas of work.
- 181 A good range of teaching methods, many of which give pupils direct experience of religious belief and enthuse them, enhances learning. One class of older pupils developed a wider appreciation and understanding of the Hindu faith when they learnt about the building of the Hindu Mandir in Neasden. The teacher makes good use of a local newspaper article that emphasises how the builders had carried out the work without payment. This was then related to the pupils' own experiences and the ways in which they help and support each other in the classroom. However, lessons are often very teacher led and there are missed opportunities for the further development of speaking and listening skills particularly for those pupils for whom English is an additional language. A similarly powerful effect was brought about by a teacher telling the story of Bhai Khanaya from the Sikh scriptures. A group within the class carried out a role – play of the story and this tape was listened to by the whole class. The pupils understand the moral message of helping others contained within the story and were able to compare this idea with the story of *The Good Samaritan* from the Christian Bible. This lesson had more meaning for the pupils because the teacher herself was connected to the Sikh faith, and she explained that the artefacts which she had shown the pupils were from her parents' home.
- 182 Work in religious education does not make an effective enough contribution to pupils' literacy skills. Pupils are not sufficiently encouraged to write

independently, and too much is copied. Work is not always recorded. There are too few links between religious education and the literacy hour, and limited use is made of computers in teaching the subject. The subject co-ordinator is new to the role, and has yet to monitor the quality of teaching and learning. Nevertheless, the very good quality of teaching in individual classes, and the respect with which the subject is treated by pupils and teachers throughout the school, place it in a good position to make further improvements.