

INSPECTION REPORT

WILBURY PRIMARY SCHOOL

Edmonton, London

LEA area: 308 Enfield

Unique reference number: 102013

Headteacher: Mrs. Sandra Heaviside

Reporting inspector: Mrs. Mary Summers
35455

Dates of inspection: 11-14 June 2001

Inspection number: 194734

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|-----------------------------------|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3 – 11 years |
| Gender of pupils: | Mixed |
| School address: | Wilbury Way Edmonton London |
| Postcode: | N18 1DE |
| Telephone number: | 020 8807 8297/5335 |
| Fax number: | 020 8345/6030 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr. Cyril Dainow |
| Date of previous inspection: | 2 June 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|--------------------|----------------------|--|--|
| 25455 | Mary Summers | Registered inspector | | What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 9502 | Rosalind Hall | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 25787 | Edmond Morris | Team inspector | Mathematics Physical education Special educational needs | |
| 18116 | Christopher Taylor | Team inspector | Design and technology Music | |
| 1395 | Pauline Hoey | Team inspector | Geography Religious education Under fives | |
| 22476 | Sue Vale | Team inspector | English History English as an additional language | |
| 2705 | Pat Holwill | Team inspector | Science Information technology | How good are the curricular and other opportunities offered to pupils? |
| 26784 | Jill Flanders | Team inspector | | Art |

The inspection contractor was:

icp
360 Lee Valley Technopark
Ashley Road
London
N17 9LN

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| HOW HIGH ARE STANDARDS? | 12 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 15 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 17 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 19 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 21 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 22 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 24 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 26 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 30 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a very large community school catering for 866 pupils of between three and 11 years of age. Sixty children attend the nursery part-time. However, the school admits 120 children to the Reception class. This means that half of them start with limited pre-school provision and many of them speak no English. The school roll has grown in recent years because of new housing estates being built. The school serves a very disadvantaged area, with high levels of social and economic deprivation. Pupils come from a very wide range of cultural backgrounds. Although the largest ethnic group is of white UK children (29 per cent), almost as many come from white European backgrounds, mainly Turkish and Greek. There are significant percentages of black Caribbean and black African children on roll and all the other main ethnic groups are represented. Ten children from traveller families are currently on roll. Nearly a fifth of pupils are from refugee families, mainly from Somalia. Most of these families are housed temporarily leading to a very high turnover of pupils over the year. Over 40 per cent speak English as an additional language and there are 53 different languages spoken in the school. Over half the pupils are entitled to free school meals which is far more than in most schools. Nearly half the pupils in the school are identified as having special educational needs, which is well above average, although the percentage with statements of special educational need is broadly average. Children's levels of attainment on entry to the school are generally well below average. A new headteacher started in September 1998.

HOW GOOD THE SCHOOL IS

This is a very good school. The high quality of the school's leadership and management ensures good teaching and learning for all the different ethnic groups of pupils and a real commitment to raising levels of achievement. Standards are improving and pupils achieve well in relation to their circumstances and abilities. The school provides very good value for money.

What the school does well

- The excellent leadership of the headteacher, ably supported by governors and senior staff, promotes improving standards in the school.
- High quality teaching helps the pupils to make good progress.
- The school cares for children extremely well; strong relationships between adults and children encourage children to behave well and become keen and confident learners.
- The school makes very good provision for pupils with special educational needs and those for whom English is an additional language and these children achieve well.
- Nursery provision is very good and provides children with a positive start to their education.
- The school monitors its performance very well, clearly identifying areas in which it could do better; it plans very well for its future development.

What could be improved

- Standards in English and mathematics at Key Stage 2 and standards in science which are below average at both key stages.
- Standards in information and technology, design and technology and geography which are below average at Key Stage 2
- Attendance which is still well below the national average and is affecting the progress of a significant number of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved significantly since its last inspection in June 1997. The quality of teaching is much better and pupils are reaching higher standards in most subjects. This is due mainly to the clear vision of the headteacher and the way she manages and leads the school forward. The weaknesses identified by the last inspection have all been addressed thoroughly and are impacting on the standards reached by the pupils.

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 | C | well above A average above B average |
| mathematics | E | E | E | C | average C below average D |
| science | E | E | E | D | well below E average |

Although standards in English, mathematics and science were still well below those of all schools last year, they have been improving steadily, in line with national trends. When compared with similar schools, they reached average standards in English and mathematics but below average standards in science. Inspection findings suggest that standards will be better again this year, though still below the national average. Targets set last year were exceeded and the challenging targets set for pupils this year look likely to be met. Considering the low levels at which most pupils start at school, the very high number of pupils who transfer in and out and the high percentages of pupils who have special educational needs or for whom English is an additional language, pupils' achievement is good. Standards in religious education, art, music, history and physical education are average. Standards in information and communication technology, design and technology and geography are below average.

Last year's National Curriculum tests for seven-year-olds showed standards to be well below average in reading, below average in writing and average in mathematics when compared with all schools. Standards in science were also below average. When compared with similar schools, standards were average in reading, above average in science and well above average in writing and mathematics. The indications are that this year, standards will be average in all aspects of their English and mathematics work. Standards in science remain below average. Standards in all other subjects are average. This represents good achievement for all the pupils.

Pupils at the Foundation Stage reach above average levels in their personal, social and emotional development, physical development and in their knowledge and understanding of the world around them. They reach average levels in creative development but in communication, language and literacy and mathematics, their levels are still below average. This is due mainly to the fact that most of these children are still in the early stages of learning English.

Pupils for whom English is an additional language and those with special educational needs make good progress and achieve well in all areas of the school because of the very effective provision made to support them.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils are keen to come to school and work hard in lessons. |
| Behaviour, in and out of classrooms | Generally, pupils are well behaved. This means that little time is wasted and pupils are able to concentrate on their work. |
| Personal development and relationships | Pupils and staff get on well together and this creates a happy school where learning flourishes. There is a high degree of racial harmony. |
| Attendance | Well below average particularly in younger classes. |

Pupils' enthusiasm for school, their good behaviour and positive relationships greatly assist their progress. However, the progress of a high number of pupils is hindered by their poor attendance.

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 very good or excellent in 15 per cent of the lessons observed. It was at least satisfactory in 95 per cent with the remainder being less than satisfactory. English and mathematics are taught well throughout the school and this enables pupils to make good progress in these subjects. Teaching in the nursery is very good and provides children with a very positive start to their education. Teaching in Year 1, whilst satisfactory, is not as strong as in other year groups because lessons are not organised as well as in other classes and the management of pupils' behaviour is sometimes not effective.

Teachers manage their classes well because they have very positive relationships with their pupils. Pupils respect their teachers and work hard. Specialist teachers and assistants supporting pupils with special educational needs and those for whom English is an additional language make very important contributions to pupils' learning. They are skilled and enthusiastic and work very well with teachers to plan effectively to meet the needs of these children. All staff make special efforts to explain new words and phrases and encourage pupils to use these in their work. Teachers' planning is good and ensures that lessons move at a brisk pace and maintain pupils' interest. Work planned for pupils generally meets their specific needs, although in science and in some other foundation subjects, the more able pupils are not fully challenged. Occasionally, activities allow pupils little opportunity to develop their initiative. Teachers are confident in teaching literacy and numeracy but in a few subjects, such as information technology, music and design and technology, some teachers show less expertise.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good for children under five and satisfactory in the rest of the school. National strategies for literacy and numeracy have been implemented well and are improving standards. The organisation of some subjects makes it difficult for pupils to build on their learning systematically. |
| Provision for pupils with special educational needs | Very good. Pupils receive very good support in lessons, with teachers and assistants setting and guiding appropriate levels of work. |
| Provision for pupils with English as an additional language | Very good. High quality support from specialist staff and support assistants ensures that these pupils quickly develop their English and are able to take a full part in lessons. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | The school has a strong moral and social ethos and adults encourage care and consideration for others. The school clearly celebrates the cultures of its many different ethnic groups. Provision for spiritual development is satisfactory though not promoted as well as other aspects. |
| How well the school cares for its pupils | Educational and personal guidance for pupils is excellent. All adults in the school know the children well and take great care to ensure they are safe and happy. Assessment procedures are very good in English, mathematics and science and greatly assist pupils' progress but are not yet in place in other subjects which makes it difficult for teachers to plan appropriate work. |

The school works extremely hard to involve parents. There are very good systems to introduce children and parents to the school and involve them closely in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The excellent leadership of the headteacher and senior staff and the very effective management systems in place ensure that the school runs very efficiently. There is a strong commitment towards improving provision and raising standards. |
| How well the governors fulfil their responsibilities | The governors do an excellent job. They have very good systems in place to help them to carry out their responsibilities effectively. They know the school well and provide high levels of personal support. |
| The school's evaluation of its performance | Very good. The school carefully analyses data and uses the information successfully to address areas of weakness and improve standards. Teaching and learning are rigorously monitored to highlight areas for individual improvement. The school uses the principle of 'best value' appropriately to judge the effectiveness of its performance. |
| The strategic use of resources | Very good. Funds are used well to promote pupils' progress and careful thought is given to linking expenditure to the school improvement plan. |

Staffing levels are good, although it is often difficult to recruit and retain good quality teachers, including supply staff and this has affected pupils' progress in a small number of classes. The accommodation is good and the quality of books and equipment satisfactory. These contribute to the good progress that pupils make overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • The teaching is good and their children make good progress. • The school is well led and managed. • They feel comfortable to approach the school with any concerns. • Their children like coming to school. • The school teaches children to be mature and responsible; their behaviour is good. | <ul style="list-style-type: none"> • The amount of homework their children receive. • The information they get about how their children are getting on. • A closer working relationship with parents. • The range of activities on offer outside the normal school day. • The progress of children in some classes is affected by the high number of different teachers they receive over the year. • The lavatories in the temporary classrooms. |

The inspection team agrees with all the positive views of parents. It finds that the amount of homework that pupils receive is satisfactory and that parents receive good information about their children's progress. The school tries very hard to work closely with parents; teachers and senior staff are always available for consultation, either informally after school or formally by appointment. Cleaning staff work hard to keep the lavatories in the temporary classrooms clean but the age of the fittings and flooring make this very difficult. The progress of some children has indeed been affected by the high number of different teachers they have received but the school is doing all they can to ensure this does not happen in the future. The inspection team agrees with parents that there are few extra-curricular activities available for such a large school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start school in the nursery, they are at levels which are generally below average for their age. Many children speak very little English. They make very good progress in the nursery because of the well-organised, stimulating range of experiences which they are offered and the high quality teaching which they receive. Because of the limited accommodation, the nursery is able to admit only half of the pupils it accepts into the Reception classes. Most of those who have not attended the nursery have experienced some pre-school experience, although in some cases, this is extremely limited. This means that teachers in the Reception classes have to provide for children who come from a wide range of ability and experience. Their rate of progress is affected by this although they continue to make steady progress because of the good teaching they receive.

2. By the time they transfer to Year 1, children exceed the nationally recommended levels for their age in their personal and social development, physical development and in their knowledge and understanding of the world around them. They reach average levels in their creative development but their attainment in some strands of communication, language and literacy and in their mathematical development is below average for their age. This is due to the fact that many children are still in the early stages of learning English. Overall, considering the levels at which they start school, their achievement is good.

3. In the national tests for seven-year-olds in 2000, pupils reached levels which were well below average in reading, below average in writing and average in mathematics when compared with schools across the country. When compared with similar schools, however, their attainment was average in reading but well above average in writing and mathematics. Results in the tests have improved steadily over the past four years. Teachers' assessments in science showed pupils reaching standards in science which were below average when compared with schools nationally but above average when compared with similar schools. When the circumstances of the school are considered, a good number reached high levels in the tests and assessments in writing, mathematics and science, although those reaching high levels in reading was average. Boys and girls reached broadly the same standards.

4. The findings of this inspection indicate that seven-year-olds reach average standards in all aspects of their English and mathematics work. This represents good improvement since last year and very good improvement since the last inspection when standards were judged to be well below average. Standards have improved in other subjects as well, and are now average in religious education, information and communication technology, art, design and technology, music, history, geography and physical education. Standards in science are still below average, mainly because the more able pupils are not challenged enough.

5. Although many pupils start at Wilbury speaking little English, by the time they are seven, most listen well and can understand what their teachers and classmates are saying. Because of the very warm relationships which exist, pupils feel confident to speak up in class and practise their new skills in English. Teachers ensure that they are constantly building upon their vocabulary and take every opportunity to explain new words and phrases and encourage pupils to use them. In a Year 2 literacy lesson, for example, phrases such as 'gave a squawk,' 'put on a frown' and 'cocked her head' were all explained clearly and the teacher encouraged her pupils to demonstrate the actions to ensure that everyone understood. In another Year 2 class, Turkish-speaking pupils were encouraged to help less confident classmates by explaining parts of the story to them. Overall, reading standards are average, although the majority of pupils only just achieve expected levels for their age. Most are able to read simple books fairly accurately and can talk about the story and the characters. They can use the pictures and their knowledge of

letter sounds to help them make a reasonable guess at new words. However, their knowledge of how letters blend together to make sounds such as 'ai' and 'ay' is much weaker. Pupils are developing a sound understanding of how to use books to find out information. This was evident in a Year 2 science lesson, where pupils were finding out about different animals. Standards in writing are more secure with most pupils able to write simple stories, for example about what might happen next in their story of 'Hattie the Hen'. They are beginning to use capital letters and full stops and basic words are usually spelt correctly.

6. In mathematics, Year 2 pupils understand how numbers are organised up to 100 and can quickly recall addition and subtraction facts to 20. They can solve simple shopping problems and tell the time in hours and half hours. They are confident with the names and properties of simple two- and three-dimensional shapes. Their science work shows a good understanding of the properties of different materials and the conditions necessary for survival and growth.

7. In the national tests for 11 year olds in 2000, pupils reached standards which were well below average in English, mathematics and science when compared with schools nationally. When compared with similar schools, however, they reached average standards in English and mathematics but below average standards in science. Standards had improved steadily since 1996, in line with the national trend. A good number of pupils achieved high levels in the tests when compared with similar schools. From 1998 to 2000, boys performed significantly better than girls in English and mathematics. The targets which the school set for pupils last year in English and mathematics were exceeded. Targets set for this year represent an appropriate degree of challenge and those for 2002 show the school's commitment towards continuous improvement.

8. The findings of this inspection indicate that standards in English, mathematics and science are still below average but are better than last year. These findings show considerable improvement since the last inspection, when they were all well below average. Pupils reach average standards in religious education, art, music, history and physical education. However, standards in information and communication technology, design and technology and geography are below average. Since the last inspection, standards have risen in religious education, music and history, have remained average in art and physical education but have dropped in design and technology. The inspection team noted no significant differences between the attainment of boys and girls.

9. By 11, the majority of pupils listen well and take a full part in discussions. For example in a Year 6 science lesson in personal and social education, pupils sensibly discussed the meaning of 'power' in terms of their relationships with other pupils. They listened to one another, valuing their ideas and felt confident enough to be able to offer their own. Pupils reach satisfactory standards in their reading because of the vastly increased resources to support teaching and learning and the good teaching observed in the literacy hour. Standards are below average in writing; only the more able pupils are able to write fluently, using interesting vocabulary and correct spelling and punctuation. Handwriting and presentation are below average for their age, although a recently introduced scheme is already having an effect and improving these skills.

10. In mathematics, standards are lowered by the high number of pupils who have special educational needs. Although the school 'sets' pupils by ability and those with special educational needs receive good support and make effective progress, a significant number are not reaching standards expected by the time they are 11. Standards in science are average in the knowledge and understanding aspects of the subject, but are below average in investigative and experimental science. This is because activities are often directed too heavily by teachers and pupils do not have enough opportunities to carry out their own investigations. The progress of higher attaining pupils is often limited by this.

11. Standards have improved throughout the school mainly because the curriculum is now organised much more efficiently and pupils receive a solid grounding in most of the subjects of the National Curriculum which was not the case at the last inspection. The quality of teaching is now also much better and this enables the pupils to make good progress. Because the school is now analysing assessment data in the basic subjects far more closely, it is able to pinpoint specific areas of weakness and plan effectively to address them. Booster groups have improved standards in science. Standards have fallen in design and technology and remain below average in geography because the skills needed in these subjects are not being covered well enough in Key Stage 2 classes. The organisation of these subjects into half termly blocks means that pupils have a long time between units of teaching and that they are not building progressively on their skills as they move through Key Stage 2.

12. Considering the large number of pupils who transfer in and out of the school over the school year (31 per cent) pupils' achievement is good, even though their attainment is still below average in the basic subjects of English and mathematics. Many of these pupils arrive at the school from other countries, not speaking any English and have to work hard to develop their English skills and reach the standards that they do. They make good progress throughout the school because of the very high quality support which is offered by the specialist support staff, the help given by class teachers and the excellent systems which are in place to help them settle in quickly.

13. Pupils with special educational needs make good progress as they move through the school. Their individual education plans are carefully tailored to meet their specific needs, set realistic yet challenging targets and are regularly reviewed. Pupils often achieve at least satisfactory standards in their work and sometimes, as can be seen from national test results, exceed expectations in English and mathematics. Work in class is usually provided at a suitable level which results in pupils making good progress.

Pupils' attitudes, values and personal development

14. Pupils show good attitudes to school and to their work. Nursery children are excited as they come in and settle quickly at the activities. Older pupils praise the school highly. They feel that adults encourage them to achieve their potential and treat them fairly. Despite its size, the school has the feel of a much smaller one and, because of the behaviour of pupils and the clear pastoral systems which are in place, it functions well as a community. Positive relationships help newly arrived children to settle quickly into school life.

15. Behaviour in lessons is good. Often it is very good when the work is particularly interesting and the teaching is challenging. In a Year 4 maths session the pupils were pushed hard in their calculations by the teacher but were very motivated and keen to succeed. Year 6 pupils, interested in the task, concentrated well on maintaining different rhythms within a large group in their African drumming class. On a few occasions, behaviour is unsatisfactory in lessons and this is often linked to situations where the behaviour management skills of the teacher are weak or where the class has been disrupted by a change of teacher. School routines are established well from the nursery upwards. Pupils move round the school in an orderly manner and listen attentively in assemblies. In a Year 2 assembly pupils empathised well with the character in the story and discussed concepts of fairness and difference maturely.

16. Many staff and pupils commented that behaviour at lunchtime has improved and the monitoring of records bears this out. Pupils play well with the wide range of equipment that is available and also enjoy sitting in the quiet areas playing dominoes or reading comics.

17. Pupils with special educational needs who have identified emotional and behavioural difficulties are well managed in class and during breaks. They are very well supported by the special needs team, with a strong emphasis on improving their behaviour, relationships and

attitudes to learning. The school ensures that their behaviour is not detrimental to their own learning or to that of their classmates.

18. The school keeps appropriate records of racist and bullying incidents and pupils are made well aware of the school's attitude to such behaviour through discussions in assemblies and lessons. No such incidents were seen during the week of the inspection. Last year there were four fixed term exclusions which were handled appropriately.

19. Adults have good relationships with the pupils. They show respect for one another. Relationships between pupils are generally good and improve as pupils become more mature. There were some good examples of pupils working well in groups such as in a Year 4 literacy sessions where pupils discussed bullying and performed a short scenario in small mixed-ability groups. There is a high degree of racial harmony in the school. Pupils demonstrate good levels of respect for one another in many religious education lessons where individuals were secure in talking about their own faith, group traditions and practices.

20. Pupils undertake responsibilities, such as taking the register to the office, well. Year 6 and Year 4 pupils enjoy helping younger children at lunchtime and in the playgrounds. The school council works very well; pupils prepare for the meetings appropriately and debate issues such as playground improvements. Opportunities for pupils to use their initiative and independence are more limited in the main part of the school, although this is a particularly strong feature of the activities provided for children in the nursery.

21. The level of attendance at the school is unsatisfactory and directly impacts on the standards achieved. The attendance levels are well below the national average and the rate of unauthorised absence is well above the national average. Despite the very good systems that have been put in place since the previous inspection attendance has shown little improvement. The high turnover of families means that the school is continually trying to get across its message to different parents. The main reasons for absence are sickness and term time holidays. The delay in taking a child who has moved, off roll also increases the absence rate. In addition, many pupils have very difficult personal circumstances, which often affects their attendance. The school carefully monitors the hundred or so pupils whose attendance falls below 80 per cent and rewards those with full attendance. Attendance is lower in the infant classes and improves significantly as pupils become older and more responsible. A small number of children are late; the school works hard to encourage punctuality and undertakes regular late patrols.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

22. The quality of teaching is good throughout the main school and very good in the Nursery. This contributes greatly to the progress which pupils make. It has improved tremendously since the last inspection when it was a major area of concern, with 31 per cent of lessons being graded as unsatisfactory. In the current inspection, only five per cent were unsatisfactory and 64 per cent were at least good. There were also more very good or excellent lessons seen this time (15 per cent) compared with five per cent at the last inspection. The improvement in teaching is due to the appointment of many new staff, as well as the excellent systems that are in place to help teachers refine their practice. The only significant variation in the quality of teaching and learning occurs in Year 1, where it ranged from unsatisfactory to good but was satisfactory overall.

23. English, mathematics and music are taught well at both key stages and design and technology and geography are taught well at Key Stage 1. Science and information and communication technology are taught well at Key Stage 2. Good quality teaching in these subjects ensures that pupils make good progress. The quality of teaching is satisfactory in religious education, art and design, history and physical education at both key stages, in science and information and communication technology at Key Stage 1 and in design and technology and geography at Key Stage 2.

24. At the meeting before the inspection, a few parents were concerned about the quality of teaching and the fact that the constant turnover of teachers affected the progress of their children. The findings of the inspection do not support their views about the quality of teaching overall, although it is clear from the work in pupils' books that, in a few classes, the lack of continuity of teachers has affected pupils' progress. The school is most concerned about this, as it finds great difficulty in recruiting and retaining quality teachers, but the headteacher ensures that, in the following year, these classes are taken by established and experienced teachers to help pupils catch up on their learning.

25. The nursery is a strength of the school. The very good quality of the teaching, the equally good provision and the enthusiastic attitudes of the staff ensure children have an outstanding start to their school life. A significant strength of the teaching is that staff have a clear understanding of the needs of the young children and the importance of providing an appropriate range of activities to develop children's academic, physical and personal and social skills. Another strength is the very good team spirit that underpins all the work as they plan, review and evaluate effectively the work and progress of individual children. Deployment of the staff is effective, with each adult being responsible at times for an area of learning. Excellent relationships are established between the children and the staff who know and understand individual children well. Thoughtful and relevant questioning techniques are used to extend thinking and probe understanding.

26. The quality of teaching in the Reception classes is good overall. Reception class teachers also ensure a consistent approach and coverage of the curriculum. They provide a range of stimulating and motivating opportunities that cover all the areas of learning. There is a good working partnership between the staff in these classes. They work alongside groups or individuals and guide them effectively in their learning. Teachers' explanations of activities are clear and informative and good questioning encourages the pupils to think for themselves and is effective in developing their knowledge and understanding. Members of staff actively encourage children to work co-operatively and to persevere with activities. All adults in the nursery and Reception classes have high expectations for sensible behaviour. In all the teaching, there is vitality and a sense of fun and purpose that creates an exciting learning environment for young children.

27. Teachers throughout the school are particularly effective at maintaining good discipline and order in their classes. This is particularly important in a school where there is a large number of pupils identified with emotional and behavioural problems and nearly a third of pupils either start or leave during the school year. These factors could cause significant disruption but teachers manage their classes well and there is calm and ordered atmosphere throughout the school. Many teachers use humour well to develop good relationships within the class and this helps them maintain a firm yet happy learning environment.

28. Teachers give good support in class to those pupils who have special educational needs. Work is usually set at an appropriate level to enable pupils to make good progress and, where possible, is often linked to the targets set in the individual education plans. Another significant strength is the organisation of the support given by teaching assistants who work very well with teachers to plan and deliver lessons. They are often asked to focus on a specific pupil or group of pupils and make useful observations during the part of the lesson when the teacher is directly addressing the class. These observations are used to help assess the future needs of pupils and devise strategies to help them learn even more effectively. The special needs team also supports pupils in small groups, sometimes outside the classroom, which is well focused to maximise the progress made by pupils. The Nurture group and the Opportunity groups are particularly successful in helping pupils integrate into school life. The commitment of assistants and their sensitive approach to helping pupils with special educational needs or those for whom English is an additional language have a great effect upon pupils' academic and personal development. They also bring their own enthusiasm to lessons, which pupils enjoy and respond to very well. In a Year 2 literacy lesson, for example, the teaching assistant pretended to be the main character in the story and the children had to ask her questions and suggest ways in which she could find her way home. The lesson inspired all the children, including those who were learning English, to

talk about the problems the character faced and they developed their vocabulary and fluency very successfully.

29. Pupils for whom English is an additional language are taught extremely well, and the provision for these pupils is a strength of the school. All teachers pay close attention to developing pupils' language skills and, in a school where over 40 per cent of the pupils are learning English as an additional language, this is particularly important. Specialist support staff provide an invaluable service both to these pupils and to the school, as they highlight and meet the needs of these children within the classroom. Many are able to support pupils in their own languages and this helps them settle quickly and become confident to start to learn English. Class teachers support these pupils well in lessons because they ensure that new words are explained clearly and give pupils plenty of opportunities to practise them either through asking questions, through paired or group discussion or in their written work. This is important in lessons such as science or geography, where often the vocabulary is specific to the subject.

30. Teachers work hard to ensure that classrooms and corridors are bright and interesting. Displays of pupils' work show the value that the school places upon hard work and achievement and this encourages the pupils to do their best. Labels and signs written in a range of languages in addition to English places value on pupils' own languages and gives them self-respect and the confidence to attempt new learning.

31. Overall, the quality of teachers' lesson planning is good and ensures that lessons move at a brisk pace which maintains pupils' interest and concentration. Teachers are very clear about what they are expecting pupils to learn and often refer to these objectives several times during the lesson, which helps pupils to gauge their own progress. Key vocabulary is identified and often noted on the board, and teachers constantly refer to this as they go along. Lessons often follow the three part structure of the literacy and numeracy strategies and this is successful in presenting the key concepts at the start, giving the pupils opportunities to practise them on their own and then asking questions at the end to find out what the pupils have learned. In many lessons, teachers plan specific work for different groups of pupils, based upon the results of their previous assessments. This is always the case in literacy and numeracy and it happens in many other subjects as well. This work meets the needs of average and lower attaining pupils well and, in mathematics, meets the needs of more able pupils as well. However, in some lessons in science and in other foundation subjects, the work prepared for this group is too easy and their progress could be better.

32. Generally teachers have good knowledge of the subjects that they teach and are able to present their lessons confidently and answer pupils questions clearly. This is especially the case in literacy and numeracy where teachers have been well trained in the national strategies. Various curriculum co-ordinators have identified a need to further improve teachers' knowledge of and confidence in, for example, information and communication technology and design and technology, so that provision in these subjects is further improved.

33. Other minor weaknesses in teaching and learning highlighted during the inspection include inconsistent behaviour management in a small number of classes and a lack of opportunities in some classes for pupils to develop their independence and initiative. The quality of marking is often very good and provides pupils with good advice so that they can improve their work. In a few cases, however, marking is unhelpful and does not assist pupils' progress. In Year 1, while the quality of teaching and learning is satisfactory overall, some lessons are not organised well enough to ensure they move at a brisk pace and maintain the pupils' attention. For example, pupils are often kept too long on the carpet for specific teaching input and they become bored and restless. Pupils' behaviour is sometimes not managed well enough and this leads to too much noise during independent work so that pupils are unable to concentrate.

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

34. The quality and range of curricular opportunities offered to pupils has improved significantly since the last inspection. At that time, provision was judged to be unsatisfactory and some statutory requirements in subjects were not being fully met. Provision is now good in the foundation stage and satisfactory in the rest of the school. The curriculum includes all subjects of the National Curriculum and religious education. Increased emphasis on literacy and numeracy has resulted in a review of time allocated to other subjects, and current arrangements of some subjects into half termly blocks make it difficult for pupils to build effectively on their skills and knowledge as they move through the school.

35. Schemes of work are in place in all subjects to assist the teachers in their planning for continuity and progression across classes and year groups. However, some of these schemes, for example in design and technology, have not been in place long enough to have really improved provision. The school has implemented the national strategies for teaching literacy and numeracy skills very successfully. Specific science and information and communication technology skills are also being identified and developed in a similar way. This has a very good impact on teaching and learning and is already consistent across English and mathematics, but is not yet firmly established in the foundation subjects.

36. Planning for the foundation stage successfully meets the needs of all children in the nursery and Reception classes. Children make a good start to their education in the nursery which provides a stimulating environment to attract and develop their interests. Children's learning in the Reception classes continues to be developed by the provision of good quality experiences to extend skills, knowledge and understanding appropriate to their levels of maturity and prior learning. They are well prepared for the next stage of education.

37. All pupils have full and equal access to the curriculum at their own individual level, which is based on their needs. The curriculum for pupils with special educational needs is very good and, where possible, is closely linked to the targets in their individual education plans. Similarly, pupils for whom English is an additional language are supported well and this enables them to have full access to the curriculum. Where appropriate, the curriculum is modified to meet the needs of individual pupils. Class teachers and support staff closely monitor and track pupils' progress to ensure that they are learning effectively. On the occasions when they are withdrawn from class lessons for additional support, the provision is carefully monitored to ensure that they do not miss the same class lesson on a regular basis. In fact, wherever possible, the work they do in these sessions is often directly linked to the work being covered by their classmates.

38. The school provides a range of extra-curricular activities and clubs for the pupils. These include African drumming, music, and sports activities and are open to all pupils who wish to take part. These contribute positively to the breadth and range of the school curriculum for the pupils, but currently the range and variety is limited for a school of this size.

39. The school makes good provision for pupils' personal, social and health education. Sex education and drugs awareness are taught through the school's normal curriculum. There are also clear timetabled sessions in which pupils are given opportunities to reflect on their own feelings and those of others.

40. School visits, and visitors to the school enhance the curriculum. Each year pupils in Year 6 take part in a residential visit with an environmental focus and there is a two-day camp for pupils in Year 4. All pupils are taken on trips to places of educational interest and visitors come into the school to share their knowledge and expertise. Plans are in hand to use information and communications technology such as email and the Internet, to provide opportunities to link with others further afield, as for example in the school's links with partner schools in Norway through the Comenius Project. Constructive links have also been made with local primary and the nearby secondary schools. In addition to Book Weeks and Fairs, each year the school organises a curriculum enrichment week when the whole school focuses on a particular theme or subject.

The events are supported by all staff and many invited visitors from the local community including artists, music and dance and drama specialists to enrich the learning experiences for the pupils.

41. The school makes good provision for pupils' moral, social and cultural development, and satisfactory provision for their spiritual development. The mission of the school is to support all its pupils towards 'becoming responsible young citizens of the world' and it is very successful in meeting this aim. Discussions with the school council revealed considerable maturity of thought and respect by pupils for one another.

42. Assemblies are planned to give pupils a reasonably balanced input in the areas of spiritual, moral, social and cultural development, and to meet the requirements for collective worship. Assembly themes focus on, for example, significant spiritual moments in the lives of great religious leaders, homelessness and understanding other people's feelings. Pupils learn about different faith celebrations as well as elements of Christian belief. They regularly participate in saying the school prayer. There are regular opportunities for pupils to listen to music and to reflect in silence. In art they are learning to understand that all forms of life are a source of inspiration. Displays encourage pupils to appreciate beauty and the importance of an attractive environment. However, pupils are not consistently directed to consider their own beliefs and fundamental questions about the meaning and purpose of life.

43. The school has a strong moral and social ethos. In lessons, teachers regularly promote the idea that everyone has a responsibility to care about the well-being of every other member of the school community. Care and support for each individual lie at the heart of the school's work and pupils from the youngest through to Year 6 are taught to adopt responsible attitudes towards each other. In an English lesson in Year 1 children were taught to rejoice when one of their number achieved good results in spelling. In a Year 4 English lesson pupils considered a story about a child who was being bullied. They were asked what they would do in such a situation and responded with serious and sensitive suggestions. Pupils vote for representatives on the school council, which meets every half term for an hour. Issues are addressed and pupils know that their views count. They are clear that teachers try to help as much as possible when pupils have problems and that no incidents will be left unresolved.

44. The rules of the school and classrooms provide daily reminders of the way in which pupils are expected to conduct themselves and teachers are good role models. Teachers demonstrate that they care about the feelings of all pupils and that they have confidence that pupils will choose to do what is right. Honesty and kindness are highly valued in the school.

45. Time spent on school visits to, for example, Cuffley Camp, give older pupils a good experience of living together and taking personal responsibility. The last inspection report indicated that there were insufficient opportunities for pupils to develop independence within lessons. Initiative and independence continue to be underdeveloped in the classroom, although older pupils enjoy supporting younger pupils at break time.

46. The school encourages pupils to develop a sense of their own identity and to recognise that personal enrichment can be gained from understanding other cultures. Year 5 pupils are taking part in the Comenius European Education project which enables pupils to build links with partner schools in Norway, Italy and Ireland. This project enables pupils to appreciate differences and similarities between their own and others' lives. This knowledge is shared with the rest of the school through displays and a web site. Writing in a variety of languages is displayed around the school and pupils are encouraged to take pride in their ability to read and write in more than one language. A range of art and poetry displayed throughout the school help the pupils to develop an appreciation of how other cultures express their artistic values.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The educational and personal guidance for pupils is excellent and helps pupils develop good relationships and self-respect. The comprehensive pastoral systems in place help pupils to feel 'at home' and settle quickly into school life.

48. Procedures to ensure the health, safety and well-being of children are very good. The site manager and a governor inspect the site regularly and reports are prepared for the governing body. Action is taken promptly to address any issues. The school follows the borough guidelines for child protection, and training in this area is part of the staff induction process; specific sessions have been organised for support staff to ensure that they, too, are very clear about procedures. There is good coverage for first aid and a staffed medical room adjacent to the main office. All records relating to first aid or the welfare of pupils are detailed and comprehensive.

49. The school has worked very hard to improve its procedures and recording of attendance and this area is now very good. Registers are taken formally and are clearly marked with reasons for absence. The school now has very clear criteria when considering whether an absence should be marked authorised or unauthorised. Those pupils whose attendance falls below 80 per cent are monitored carefully. Parents are informed quickly and asked to come into the school to meet with the deputy headteacher. This is time-consuming but in many cases has positive results. The school has a good relationship with its allocated educational welfare officer who supports the school well in its efforts to improve attendance. The school rewards pupils for punctuality and good attendance and the borough also offers rewards to pupils in Years 5 and 6. These are effective as the attendance of pupils improves as they rise through the school. However, there is still a significant number of pupils, particularly in younger classes, whose attendance is very poor and affects overall figures.

50. The school monitors the behaviour of pupils and encourages good behaviour very well. Pupils are aware of the 'golden rules' and these are referred to regularly in classes and in assemblies. Good work and behaviour are rewarded at weekly merit assemblies. Poor behaviour is recorded systematically. Records are kept of lunchtime incidents and more serious incidents are detailed in the 'red file'. These are discussed regularly at meetings involving the special educational needs co-ordinator and senior staff, and tailored programmes to improve behaviour are put into place where necessary. Much work has been done to improve the programme for personal and social development and it is now very good. The behaviour support service has helped run sessions in classes where behaviour has been a concern.

51. A significant feature of the school is the way in which new pupils are welcomed and settled quickly into the clear routines. The school is very well organised and has the feel of a much smaller school. Pupils are known well by adults and good communication between all adults assists this informal knowledge. Three governors act as mentors for a number of pupils and this has helped pupils to talk about their concerns and difficulties as well as providing governors with a good understanding of how the school works with these pupils.

52. The school has increased its use of outside agencies and internal strategies to support pupils. The Nurture Group for six and seven-year-old pupils continues to be successful in supporting those who find school difficult. An 'Opportunities Group' has been set up to support older pupils who are judged to be underachieving or at risk of exclusion. Data on the pupils it serves is analysed regularly and shows that this, too, is successful. This year the school has become involved in a project that runs a morning session for nursery and Reception pupils and children on the nursery waiting list who are lacking in communication skills. This is showing positive outcomes.

53. Playtimes and lunchtimes are well organised and well supervised. The school has spent time training lunchtime staff and has employed a play leader to organise games for younger pupils. Plenty of equipment has been provided to ensure pupils have a choice in what they can do. Attractive quiet areas have been set up and older pupils enjoy comics and tabletop games such as dominoes. Communication between lunchtime staff and others is good and issues that

arise in the playground are handled well. The school provides a supervised room, the 'Sanctuary', for those pupils who find it difficult to cope with lunchtime.

54. The school cares very well for pupils with special educational needs and particularly for pupils for whom English is an additional language. The teachers relate very well to the large number of ethnic minority pupils and are very effective in raising their self-esteem by valuing home languages and by offering sensitive support in lessons. The school keeps good records of these pupils' progress, and parents are invited to be involved closely at all stages. There is good liaison with outside agencies, ensuring high quality support for pupils with English as an additional language. For example, a volunteer from the local Somali community group comes and supports pupils from this community weekly in school.

55. Since the previous inspection, the school has worked hard to establish a systematic method of assessment through the school. The procedures for monitoring and supporting pupils' academic progress are good overall, with excellent systems in place to track progress in English, mathematics and science. Pupils are assessed formally throughout the year using standardised tests. Weaknesses in pupils' skills and understanding are quickly identified and measures taken to remedy them. However, there are no such assessment systems in place for other subjects of the curriculum. Pupils' progress in, for example, geography and design and technology is not tracked effectively and teachers therefore find it difficult to provide work which builds upon their existing knowledge and skills.

56. The assessment and recording procedures in the nursery and Reception classes are very good. The staff meet weekly to discuss the effectiveness of the provision, review children's work and plan future activities. In the nursery, significant achievements are noted carefully in order to make secure judgements of children's progress over time. In the Reception classes, detailed information is collated about children's language development, their knowledge of letter shapes and sounds and their response to the written word. The results of the early assessments of children's levels in literacy and mathematics are used to determine the ability groups for the focused weekly literacy work. However, these results are not analysed rigorously enough to provide year and class profiles, strengths and weaknesses in learning and predictions for the future.

57. The good procedures for assessment are particularly relevant for pupils with English as an additional language and are used well to analyse differences between ethnic groups and gender. For example, a recent analysis of reading progress over 4 months across the school is at present being analysed to see how the good achievement seen in some classes can be shared with others.

58. The school uses the information provided by assessment very well. Systematic analysis highlights the areas in which the school can raise pupils' attainment. This information is shared with teachers so that they can adapt their practice accordingly. Results can be seen clearly in the improvement in standards in basic subjects. The use of short-term assessment is good. Work sampling in the core subjects is carried out and again the results are used well to inform future planning and teaching. Targets are set for individual improvement in English and mathematics and are clearly shared with pupils. Targets are specific and attainable and pupils get the satisfaction of seeing the progress they make.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. Parents' views of the school are good. From the questionnaire there was overwhelming agreement with the statements about their child liking school, that teaching is good, that parents feel comfortable in approaching the school and that the school expects children to work hard. At the meeting and in the questionnaire issues were raised about homework and the provision of activities outside school. The inspection teams judged these areas to be satisfactory. The changes in teacher for some classes were raised as an issue by a number of parents and the inspection team support their concerns. However, the school is working hard to address this and

ensure staff stability. Finally some parents did not feel that the school worked closely with parents but this is judged to be an area of strength, with teachers and senior staff always available to talk with parents, formally or informally.

60. The school has made very effective links with parents, which ensures that all parents are given the opportunity to become involved in the education of their child. The quality of information they receive is good. The prospectus and the annual report to parents from the governing body are well written and up to date. Parents receive an annual report about the progress of their child and in the last inspection the quality of these was raised as an issue. They now are detailed, give good information about what the child can do and meet legal requirements. Each term parents are given a curriculum statement, which outlines what their child will be studying, and parents have been informed about the homework policy and advised about the importance of regular attendance. The school copes well with the fact that, within the families it serves, there are 53 home languages spoken. Many letters and documents are translated in to the main home languages and the school uses interpreters to assist in informing parents. Many of the staff are fluent in different languages which aids this well.

61. Arrangements for the induction of new children at whatever time they arrive in the school year are very good. Links with nursery parents are made early and those children who are unable to have a nursery place are invited to a weekly play session which smoothes their entry at Reception level. The majority of families whose children join after Reception meet with a senior staff member individually to discuss routines and concerns. This is time-consuming for the school but does ensure that new arrivals settle as quickly as possible.

62. The partnership with parents and carers in all the under-five classes is very good. The induction programme plays a vital part in building an effective communication bridge between home and school. The staff's relationship with parents is relaxed, friendly and supportive. This is obvious in the nursery at the beginning of each session as parents spend time with their children before they go home. The warm welcome given to them is greatly appreciated. As parents and carers deliver and collect their children they exchange information informally about their children and staff always give them an appropriate amount of time.

63. The school sees its relationship with parents as vital in its work to raise standards. As a result, much time is spent talking with parents and providing them with advice and support. Often, this support is about aspects of life in the United Kingdom with which they are not familiar, for example, about registering with a doctor. The school operates an open door policy for parents and many take advantage of this. They receive a friendly welcome and the staff are approachable. Teachers take their classes out into the playground at the end of the day and chat with parents informally.

64. The school has involved parents in Family Literacy sessions, and the 'Help your Child to Read' project. The school holds coffee mornings for Asian and Somali parents and organises Turkish-speaking advice sessions. An After School Club has been set up to provide childcare for working parents.

65. There are regular parents' meetings that are well attended and parents also attend concerts and sports day. The majority are supportive of their own child's performance but are less interested in wider issues about education. At home many hear their children read and ensure homework is completed, which is having a positive effect on standards, but a significant number have yet to realise the importance of their child attending school daily. Parents help in the nursery and infant classes. Many then become supervisory assistants at lunchtime and learning support assistants in the classroom. A recent raffle to raise funds for the new library was very successful and well supported by parents. Parents are asked for their views of the school through questionnaires and their suggestions acted upon.

66. Parents of pupils with special educational needs are kept fully informed about their child's progress towards the targets set for them. They are invited to, and the majority attend, meetings and make useful contributions to the discussions. The school actively encourages parents to be involved in the provision to maximise the progress made by their child. They are welcome to talk to the members of the special needs team at times other than formal meetings and to discuss any concerns they have about their child's progress. Parents who are unable to attend meetings are also fully informed of the targets set and any other decisions made.

HOW WELL IS THE SCHOOL LED AND MANAGED?

67. The school is led and managed extremely well and this is why it has improved so much since the last inspection. At that time, there were serious weaknesses in the way the school was run. The very clear leadership of the current headteacher and the excellent support provided by the members of the 'Headship Team' have ensured that all these weaknesses have been addressed effectively. The school now operates in a very efficient manner and meets the diverse needs of all the children in its care. A very well-structured management system is in place to make sure that all departments are well informed and work effectively towards meeting the school's aims. Curriculum co-ordinators provide strong leadership to ensure that their subjects develop appropriately.

68. Key staff, who co-ordinate the school's provision for pupils with special educational needs and those for whom English is an additional language, work extremely hard to ensure a very high quality service for these children. These members of staff work extremely closely with their large and very effective teams of teachers and support assistants. Careful records are kept and liaison with outside agencies is particularly good and ensures that pupils receive very good support on a regular basis. The designated special educational needs governor has half termly formal meetings with the co-ordinator to discuss the provision and monitor its effectiveness. Through these meetings and reports by the co-ordinator the governing body are kept fully informed about the levels of support and its impact on standards.

69. A key feature of this school is the provision it makes for new children who either transfer from other schools or arrive from other countries. Many of these children have suffered severe trauma or upset and the school recognises their needs and provides for them extremely successfully. 'Settling in' sessions are geared towards making pupils feel comfortable in the school and helping them to start learning English. Further assistance in class, from a team of very knowledgeable and experienced support staff, helps them to take a full part in timetabled lessons. With this additional care, pupils soon develop confidence and an enthusiasm for school life.

70. Many improvements have taken place since the last inspection in June 1997. The standards that pupils reach at seven and 11 years of age have improved because of the great emphasis on raising the quality of teaching and ensuring that the National Curriculum is fully in place. Teachers are observed regularly and are given clear and helpful feedback to help them improve. The results of this are impressive, with only four per cent of lessons being graded as unsatisfactory, compared with 31 per cent at the last inspection. There are also excellent procedures in place to help teachers increase their skills and expertise through courses and observing other colleagues in the school.

71. The overall feeling in the school is one of commitment towards providing the best possible service for the children. Clear targets to improve standards, as well as excellent structures to support pupils' welfare and personal development, sustain this. The headteacher has built a very strong team, which works extremely well because of the successful management structures in place, and because all members of staff know their work is valued. The quality of relationships between all adults provides a good example to the pupils who clearly get on well with one another and with adults in the school.

72. In order to improve, senior managers monitor performance carefully in a number of different ways so that they can see which areas are working well and which need further development. National Curriculum test results are analysed carefully to pinpoint areas where some pupils could be doing better. For example, last year's results showed that Black Caribbean pupils were not doing as well as other minority groups. Measures were taken to improve their attainment this year and the school is monitoring their progress carefully. Rigorous systems are in place to monitor the performance of teachers, pupils' behaviour and attendance and the effects these have on pupils' learning.

73. The school experiences severe difficulties in recruiting and retaining quality teachers but is managing this as well as possible. At the meeting before the inspection, a few parents expressed concerns about the number of teachers their children had experienced over this school year. The inspection team notes that this disruption has affected the progress of some children over the school year. However, the headteacher ensures that any such classes receive good provision the following year from established and experienced staff and this helps the children catch up. Many new teachers who have recently started at Wilbury have already made a tremendous impact upon their pupils' progress; in one class which had experienced several teachers over a short time, records show the significant improvement in their behaviour and in their progress in basic skills. There are also difficulties in recruiting good supply teachers to cover staff training and absence but senior managers monitor the provision of these teachers carefully and provide support where necessary. The high numbers of well-trained support assistants and the excellent service which they provide contribute greatly to the progress of all pupils in the school.

74. The governors provide excellent support to the work of the school and are fully involved in monitoring the service it provides to pupils. They question the school closely about, for instance, the performance of pupils with special educational needs, to ensure that they are making enough progress. Governors use their individual skills well to help, for example in the school library on a regular basis, or to ensure that the school site is safe for pupils. They also take an active role in the appointment of new staff and are very conscious of the difficulties they face in this area. There are effective systems in place to ensure that governors are well informed and therefore able to make a very good contribution towards planning for the school's development. Curriculum co-ordinators provide them with good information about how individual subjects are taught and they are able to monitor this effectively during their school visits. Their visits also provide suitable opportunities for them to assess the effects of their spending decisions, for example the decrease in vandalism following the erection of a new fence.

75. The school's finances are monitored very carefully and every effort is made to ensure that funds are spent appropriately to benefit the children's learning. Governors are concerned that they get good value for money and always seek a number of quotations for any major items of spending. Specific grants, such as that to develop educational links with Norway and Italy, are used appropriately to benefit teachers' professional development and pupils' learning in, for example, geography and history.

76. The school's accommodation is good overall and enables pupils to receive an effective education. Extensive playing fields, well-organised and attractive playgrounds as well as a new library contribute to the quality of service which teachers provide. However, the temporary accommodation for younger pupils is becoming difficult to maintain, particularly the lavatories, because of the age of some of the fixtures and fittings. The nursery is only large enough to accommodate half the pupils the school admits into Reception. This means that the remaining children attend a wide variety of playgroups and do not enjoy the continuity of education that those who attend the nursery do. The school is very conscious of these restrictions and works hard to overcome them.

77. The school has an adequate amount of books and equipment to support teaching and learning appropriately. The teaching of literacy is particularly well supported, with a good variety

of books both to help teachers teach specific skills and to help children practise what they have learned.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. The school should now:

- (1) Improve standards in English and mathematics at Key Stage 2 and science at both key stages by:**
- continuing to identify and target areas of underachievement of particular groups of pupils;
 - ensuring that higher attaining pupils are challenged effectively by all aspects of their science work, including the provision of open-ended, investigative tasks.
(Paragraphs 3,4,7-10, 31,33,95,98,109,114-120)

- (2) Improve standards in information and communication technology, design and technology and geography at Key Stage 2 by:**
- Ensuring that the organisation of these subjects allows pupils to build effectively on their prior learning;
 - Ensuring that specific skills are taught systematically as pupils move through the key stage;
 - Ensuring that higher attaining pupils are challenged by their work;
 - Making better use of information and communication technology in other subjects.
(Paragraphs 8,32,35,125-134,139-142)
- (3) Improve levels of attendance and decrease unauthorised absence by:**
- Continuing the very comprehensive systems already in place to monitor and promote good attendance;
 - Working with parents to ensure that they are aware of the effects of absence on their children's progress;
 - Encouraging parents to notify the school if they are moving from the area.
(Paragraphs 21,49)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Develop and implement assessment systems to help teachers' planning for the foundation subjects. (Paragraphs 55,56,124,127,133,150)
- Analyse assessments of children on entry to the Reception classes as rigorously as is done in other areas of the school and plan effectively to address any weaknesses. (Paragraph 56)
- Ensure that the quality of teachers' marking is consistently good across the school and helps pupils to improve their work. (Paragraph 33)
- Plan more opportunities for pupils' spiritual development within lessons. (Paragraphs 41,42)
- Ensure that pupils receive sufficient opportunities within lessons to use their initiative and increase their independence. (Paragraphs 4,10,20,31,33,45,115,117,133,137)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|-----|
| Number of lessons observed | 140 |
| Number of discussions with staff, governors, other adults and pupils | 26 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1 | 14 | 49 | 32 | 4 | 1 | 0 |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons. The above percentage figures may add up to more than 100 due to rounding up.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR-Y6 |
|---|---------|-------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 30 | 836 |
| Number of full-time pupils known to be eligible for free school meals | | 420 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR-Y6 |
|---|---------|-------|
| Number of pupils with statements of special educational needs | 1 | 10 |
| Number of pupils on the school's special educational needs register | 2 | 363 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 354 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 185 |
| Pupils who left the school other than at the usual time of leaving | 107 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.4 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 3.1 |
| 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 | 63 | 64 | 127 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 45 | 48 | 58 |
| | Girls | 53 | 53 | 59 |
| | Total | 98 | 101 | 117 |
| Percentage of pupils at NC level 2 or above | School | 77 (72) | 80 (77) | 92 (83) |
| | National | 83 (82) | 84 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 45 | 56 | 54 |
| | Girls | 52 | 51 | 53 |
| | Total | 97 | 107 | 107 |
| Percentage of pupils at NC level 2 or above | School | 76 (73) | 84 (80) | 84 (82) |
| | 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 | 68 | 59 | 127 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 35 | 35 | 38 |
| | Girls | 39 | 30 | 43 |
| | Total | 74 | 65 | 81 |
| Percentage of pupils at NC level 4 or above | School | 58 (50) | 51 (52) | 64 (61) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 30 | 45 | 41 |
| | Girls | 37 | 42 | 41 |
| | Total | 67 | 87 | 82 |
| Percentage of pupils at NC level 4 or above | School | 53 (61) | 69 (61) | 65 (68) |
| | 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 | 114 |
| Black – African heritage | 130 |
| Black – other | 34 |
| Indian | 8 |
| Pakistani | 17 |
| Bangladeshi | 18 |
| Chinese | 1 |
| White | 390 |
| Any other minority ethnic group | 25 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 2 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 2 | 0 |
| Other minority ethnic groups | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR-Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 33 |
| Number of pupils per qualified teacher | 25.2 |
| Average class size | 29.9 |

Education support staff: YR-Y6

| | |
|---|-----|
| Total number of education support staff | 28 |
| Total aggregate hours worked per week | 734 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 2 |
| Number of pupils per qualified teacher | 30 |

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 47 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 10 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|--|--------------|
| Financial year | 2000/2001 |
| | £ |
| Total income | 2,047,827.58 |
| Total expenditure | 1,980,210.52 |
| Expenditure per pupil | 2,230.00 |
| Balance brought forward from previous year | -28,496.00 |
| Balance carried forward to next year | 39,121.06 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 866 |
| Number of questionnaires returned | 109 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 67 | 27 | 5 | 1 | 1 |
| My child is making good progress in school. | 52 | 40 | 5 | 1 | 2 |
| Behaviour in the school is good. | 50 | 40 | 6 | 3 | 1 |
| My child gets the right amount of work to do at home. | 39 | 41 | 15 | 4 | 2 |
| The teaching is good. | 60 | 32 | 6 | 1 | 2 |
| I am kept well informed about how my child is getting on. | 48 | 38 | 10 | 4 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 55 | 32 | 7 | 1 | 5 |
| The school expects my child to work hard and achieve his or her best. | 61 | 27 | 8 | 0 | 4 |
| The school works closely with parents. | 39 | 39 | 12 | 2 | 7 |
| The school is well led and managed. | 41 | 44 | 6 | 2 | 7 |
| The school is helping my child become mature and responsible. | 50 | 41 | 3 | 2 | 4 |
| The school provides an interesting range of activities outside lessons. | 42 | 35 | 6 | 6 | 11 |

Other issues raised by parents

The high numbers of change of teachers some classes had experienced, which had affected their children's progress.

The cleanliness of the lavatories in the temporary classrooms.

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

79. Children enter the nursery at three years of age and they attend part-time. Their levels of attainment are generally below average for their age. They transfer to the Reception classes in the year in which they become five and they then attend school full-time. By the time they are ready to start in Year 1, they exceed expected levels for their age in personal and social education, knowledge and understanding of the world and physical development. In some strands of communication, language and literacy and in the problem solving element in mathematics their attainment is below average. Although some children are confident in their first language when they enter the nursery and Reception classes, they have little or no English and this impacts on their attainment in the two areas of learning. Children make good progress in this part of the school because of the high quality teaching they receive. Teaching and learning is particularly effective in the Nursery, where the staff work extremely well together to provide experiences which are well suited to the children's needs. Children with special educational needs and English as an additional language are well supported and make good progress. Provision in this part of the school has improved greatly since the last inspection and, as a result, children are reaching higher standards in their knowledge and understanding of the world and in their physical development. Teachers and support staff take every opportunity to extend children's language skills through skilful questioning and sensitive discussion.

Personal and Social and Emotional Education

80. The development of children's personal and social skills is a significant strength in the nursery and Reception classes. Children settle quickly into the nursery routines as a result of the well-organised induction programme and the caring and welcoming atmosphere created for them by the staff. At the beginning of each session, children arrive eager to investigate the planned activities. Their independence and self-assurance is outstanding and nurtured successfully at every opportunity.

81. A similar successful induction programme is in place for the 60 children joining the school in the Reception classes, who have not attended the nursery. High standards of behaviour, based on mutual respect and an awareness of the needs and rights of others, are expected in the nursery and Reception classes. Children make good progress in attaining these aims. In both year groups, children work together well, share resources fairly and take turns appropriately when using the equipment. All children develop a positive self-image and recognise that each person has something special to offer. Staff are good role models as they courteously encourage and support children's learning.

Communication, Language and Literacy

82. A high priority is given to speaking and listening in the communication, language and literacy programme in all the classes and care is taken to use children's first language to encourage learning whenever possible. Very good support is given to children by specialist staff and children for whom English is an additional language gain confidence and enjoyment from their early experiences of reading and writing and the rich opportunities provided for talk. Talk permeates every aspect of the learning programmes in the classes and children benefit from the staff's sensitive questioning style and their considered responses. Role-play is given a high priority in the nursery to develop oral skills fully. Experiences are well planned in the Reception classes and children continue to make satisfactory progress. Children share ideas, ask and answer questions enthusiastically and practise their skills in a variety of situations. For example, children can explain clearly the life cycle of the butterfly, referring to the caterpillars in the specimen jar. Children listen well to adults and most follow instructions carefully but on occasions, some children still in the early stages of learning English, do not fully understand the vocabulary used.

83. Children make a sound start to reading in the nursery, learning how books are organised and listening with interest to stories and poems. They recognise their own name and are encouraged to read it at every opportunity. In the Reception classes, the development of reading skills is strongly emphasised. The majority of children recognise familiar words in the reading scheme books and some are able to read complete sentences fluently and confidently. Those children at the earliest stages of reading, enjoy talking about the pictures and making up stories about them. Children take books home regularly to share with their families. They learn to recognise letters and the sounds that they make. A systematic approach is adopted in the Reception classes and children begin to use word sounds to help them with their reading.

84. Children in the nursery have many opportunities to express themselves on paper in drawing and painting and are emerging as writers. The majority of children visit the writing tables freely and regularly and are keen to experiment with their own signs and symbols to record their observations. Reception children build on these skills and copy words and write sentences under teachers' writing. Some children write independently.

Mathematics

85. In the nursery, there are many opportunities for regular counting and number recognition during both indoor and outdoor activities. Opportunities to extend their mathematical vocabulary and understanding are fully exploited and regular practice and consolidation of skills is ensured. This practice is continued successfully in the Reception classes.

86. In the nursery, many children can recognise and count numbers to ten. They can name some two-dimensional shapes such as circle and square. There are many opportunities for children to learn sorting and matching skills through the use of a wide range of puzzles and games. Well-planned opportunities are provided to enable children to compare, sort, sequence and count.

87. Similarly, in the Reception classes a variety of relevant activities are planned to develop children's skills. Children were interested in playing a counting game with beans, making a mobile telephone and positioning the numerals correctly and competing in a bingo game. Children can count on from an identified number up to ten, order the largest to the smallest and make sets accurately of a stated number. They record their answers accurately and some can explain the way they work out the answer using their fingers or the apparatus provided. They use the terms to describe the comparison of objects appropriately. They show satisfactory attainment in understanding simple addition and subtraction operations through good direct teaching and the use of well-prepared resources to support their learning.

Knowledge and Understanding of the World

88. The nursery provides a rich, stimulating and exciting environment to exploit children's natural curiosity about their world. The staff's keen sense of fun and their enthusiasm are vital components in promoting children's learning well. As a result, children are developing a wider understanding and knowledge of the world around them. Boys and girls are good at practical and technological activities. Children love the outdoor area and take a pride in their vegetable plot. They keep a close eye on the plants and understand that at a later date they will be able to harvest them. Nursery children begin to gain an understanding of the past as they celebrate birthdays and special events.

89. Reception class children build on the skills acquired previously. They made musical instruments from waste materials with the effective support of a nursery nurse, who helped them to approach the task in a logical way and to consider each step of the process carefully. A most successful activity was the map reading exercise developed from the story of "Rosie's Walk". Children followed the route taken by Rosie checking their maps with the pictures drawn on the playground. Their learning was enhanced by the enthusiastic nursery nurse who accompanied them and created the right context for the activity.

90. Children are developing competence on the keyboard and an understanding of the functions of a computer. There are opportunities for children to develop their skills of prediction and scientific enquiry as they experiment in the water and sand. In all the classes, children are encouraged to question why things happen and how they work as they build and use apparatus.

Physical Development

91. Nursery children are making good progress in developing mobility, awareness of space and have positive attitudes to their own safety. They improve their co-ordination during outdoor play as they climb and slide confidently, step on milk crates and use the wheeled toys. In the school hall, children climbed the large apparatus, including the commando net, without hesitation. Children knew the safe and correct way to approach each activity and they were prepared well to meet the challenge. Nursery children show good control of tools such as scissors, paint brushes and garden tools. Reception class children show increasing dexterity and control in drawing, writing and during physical education lessons. For example, during a lesson in the hall they showed good control of a medium sized ball as they bounced it, caught it and rolled it to a partner. Their skills and hand-eye co-ordination were improved.

92. The imaginative development of the outside play areas is a major factor in children's high attainment in this area of learning. Teachers plan a learning programme that systematically develops a range of skills that are used across the curriculum.

Creative development

93. Nursery children have many opportunities to experiment with sounds, textures and colours. Staff extend children's language by encouraging them to talk in greater depth about the materials and techniques used. The painting of caterpillars was a fine example of such good practice. Staff give role-play a high profile in the nursery in order to develop children's confidence, extend their ideas and increase their vocabulary. Two boys modelled the stall holders they had seen at the market well as they tried to attract customers to their fruit stall. They were successful and soon there was a queue. Children show an awareness of pulse and rhythm as they try to match the music on the tape recorder using percussion instruments. Nursery children are given daily opportunities to observe and reflect on what they see, hear and feel and staff listen sensitively to their verbal and non-verbal responses. Children's drawings in the Reception classes are lively and colourful. Stories and topics often provide the stimulus for the bold images using the techniques of painting, collage and printing. Reception class children communicate their feelings and ideas with increasing skill and confidence using a wider vocabulary than that used in the nursery.

ENGLISH

94. The national tests for 11 year olds in the year 2000 show that pupils were performing well below the national average, but in line with similar schools. However, over the last four years, with the exception of one dip in 1999 there has been a steady improvement in the standards attained by pupils.

95. Inspection findings confirm that standards in Key Stage 2 are still below national expectations in writing, but in line with what is expected for pupils of this age in reading, speaking and listening. This is an improvement since the last inspection when standards were judged to be well below average in all three aspects. Since the last inspection, the school has implemented many good strategies to try to improve standards, for example, agreeing specific targets for improvement with individual pupils, and better systems to track progress. Overall, however, the achievement of higher standards is hindered by the high number of pupils with special educational needs and those for whom English is an additional language. Although these pupils receive very effective support and make good progress, the high number who start at the school mid-way through the key stage, with limited English skills, makes it difficult for the school to attain high standards.

96. By the age of 11, the majority of pupils listen well in whole-class situations and are attentive in group work. This was seen in a Year 6 literacy lesson when pupils listened to extracts from different stories to identify controversial language. They also listen attentively during other lessons, particularly when the subject matter is interesting, for example in a design and technology lesson when the teacher was explaining how different mechanisms worked in model vehicles. Pupils generally speak clearly and offer sensible answers to teachers' questions. They show good improvisation techniques in spontaneous drama situations, for example in a Year 4 literacy lesson about the characters in their class text.

97. Standards in reading are average. By age 11, most pupils can read both fiction and information books to a satisfactory standard. For example, they read extracts from Roald Dahl's books to identify the characteristics of his writing. They understand and can explain the difference between aspects of language such as metaphors and similes. Most pupils read with expression and more able pupils can scan text to find supporting evidence for assertions they make. Recently refurbished book corners enhance each classroom and support pupils' attainment in reading, encouraging pupils to read a variety of texts and use them to support their work in other subjects.

98. Standards of writing are below national expectations. Although those pupils with special educational needs and those for whom English is an additional language make steady progress in developing their writing skills, many of them do not reach the levels expected for their age. Many pupils write independently, for example in letters, poetry, newspaper articles and reports in other subjects such as geography and history. More able pupils apply writing rules well, such as writing in paragraphs and have a sound knowledge of spelling patterns. However, there are still many pupils who have not yet grasped these skills. Many are just beginning to edit their work, using dictionaries successfully to check their spelling and thesauri to extend their vocabulary. Handwriting styles are inconsistent across the school and show the diversity of different previous experiences of the pupils. The school is aware of this and has recently introduced a new writing scheme, which is already showing results.

99. The results of national tests last year for seven-year-olds showed standards to be well below average in reading and below average in writing when compared with schools nationally. However, when compared with similar schools, standards were average in reading and well above average in writing. The current inspection indicates standards are broadly in line with national expectations. This is due to improved teaching and the good use of monitoring and assessment techniques, which inform teachers' planning and sets individual targets for pupils. The setting of pupils into different ability literacy groups is particularly successful in improving pupils' progress.

100. By the age of seven pupils listen well, for example when learning new concepts during numeracy lessons and during assemblies. Most speak clearly and make full contributions to group and class discussions. This was seen amongst a group of Year 2 pupils who had to discuss what they would need to take with them on an overnight journey. The progress of pupils for whom English is an additional language is particularly good because of the high level of support given to them and the many opportunities they receive to practise their developing English skills.

101. Standards in reading are satisfactory. By age seven, most pupils reach standards expected for pupils of this age. They can retell their favourite stories and some can identify different types of stories, such as 'funny' or 'exciting'. They confidently read their own written work aloud to their friends in class. In a Year 2 lesson on the class book, 'The Hen who Wouldn't Give Up' most pupils could read the story well enough to get enough information to write their ideas about what might happen next. The school has spent a great deal of money over recent years increasing the number of literacy resources and this is beginning to show good results.

Pupils regularly take their reading books home to share with their parents and practise what they have learned in school.

102. Standards of writing are in line with national expectations. By the age of seven most pupils can write simple sentences independently. Many are using capital letters and full stops, although not always consistently. A few higher attaining pupils are becoming confident in the use of speech marks. They make reasonable attempts to spell unknown words, using their developing knowledge of sounds. Quite a few pupils however, are not yet confident about certain letter combinations, such as when to use 'ai' or 'ay' in their spellings. Teachers help young pupils to structure their stories carefully into beginnings, middles and ends, by providing 'story boards' where they can draw and write about the different parts of the story.

103. The quality of teaching and learning is good overall. It is strongest in Years 2 and 6 and this is the main reason why pupils are making such good progress, even those who have only recently joined the school. Because the quality of teaching is much better than at the last inspection, pupils generally are making better progress and achieving higher standards. Lessons are well planned to the format recommended by the National Literacy Strategy with clear learning objectives, which are explained well to the pupils. This helps them to understand the purpose of the lesson and what they should be doing. The large numbers of pupils with English as an additional language are well supported by questioning and work directed carefully at their level and in these ways, are encouraged to use their developing English skills. The warm relationships which they enjoy with their teachers and support staff encourages them to be confident in their attempts. In many lessons, teachers explain specific vocabulary so that these pupils can understand and take a full part. For example in a Year 4 history lesson about Edmonton, the words 'population' and 'density' were explained clearly. This is particularly effective in lessons such as mathematics, where support teachers are involved.

104. Teachers' good planning and the setting of different tasks support the learning of all pupils and contribute to the steady rise in attainment. Most teachers demonstrate a high level of skill in questioning, checking understanding and helping pupils to increase their own understanding. This motivates the pupils and helps them develop their own skills. Pupils make good progress throughout both key stages. This is particularly noticeable for pupils who are new to learning English. Teachers have good knowledge of how to support these pupils and are well supported by teachers from the Ethnic Minority Achievement team. These teachers work alongside class teachers, planning together and where felt necessary by working separately with these pupils in order to boost their understanding of English.

105. Teachers manage the behaviour of pupils very well and pupils show satisfactory behaviour in the majority of lessons. The main characteristic of less effective lessons lies in the introduction, which is often too long and pupils become bored and sometimes restless. It also means that pupils do not have enough time to complete their independent work and practise what they have learned.

106. Assessment and record keeping in English are excellent and are used very well to help identify and address areas of weakness, either in individual pupils or in general curriculum planning. This is making a positive contribution to the raising of pupils' attainment. The use and development of literacy in other subjects is good. Teachers encourage pupils to write reports of their work in history and their investigations in science. The marking of pupils' work, however, is inconsistent. In some classes it is used very well to highlight where pupils can improve their work; in other classes no comments are written and, in some isolated instances, negative remarks are made, which do little to motivate and enthuse pupils. The setting of individual targets for most pupils allows them to aim for higher attainment, although not all teachers are monitoring pupils' progress towards these targets effectively. Generally, there is not enough use being made of information and communication technology to support pupils' work in English.

107. The subject has such a high priority in the school that the subject co-ordinator is supported in his work by the Headship Team. The subject is very carefully monitored to identify any weaknesses in provision or in attainment and to assess how well various initiatives are impacting on pupils' progress. Pupils' work is scrutinised half termly and teaching is monitored regularly; these strategies have contributed greatly to improving standards. The school is involved in several initiatives, including Turkish and Somali reading projects and all these support the school's efforts to improve standards.

MATHEMATICS

108. Pupils in Year 2 attain standards as expected nationally for their age in numeracy and other areas of mathematics. This judgement is based on the standards of work seen in the current Year 2 classes and represents very good improvement since the last inspection when standards were judged to be well below those found nationally. The 2000 national test results also showed pupils' attainment to be in line with the national average and well above that found in similar schools. Since 1997 there has been a continuous upward trend in standards. The successful introduction of the National Numeracy Strategy and the predominantly good teaching seen in Years 1 and 2 are having a positive impact on the standards reached by pupils.

109. Although current Year 6 pupils attain standards below those found nationally there are particular strengths in investigational and mental work. The 2000 test results showed pupils' attainment at the end of Year 6 to be well below the national average although it was in line with that found in similar schools. There has been a steady improvement in standards since 1997 with attainment rising at a comparable rate to national figures. The setting of pupils currently in Years 5 and 6 in ability groups and the good teaching they receive are important factors in the improved standards now found at the end of Year 6. Pupils with special educational needs, travellers and pupils with English as an additional language are very well supported and make good progress throughout the school. The inspection team noted no significant differences in the performance of boys and girls.

110. At the end of Year 2, pupils understand the language of number, have a good knowledge of place value to at least 100 and can quickly recall addition and subtraction facts to 20. They identify odd and even numbers and know that only even numbers make up the two times table. Pupils solve shopping problems, finding change from a pound and tell the time in hours and half hours with more able pupils knowing quarter hours. They collect data such as eye colours in their class and create bar charts to show the information. Pupils know the names and some of the properties, such as the number of sides and corners, of two-dimensional shapes.

111. By the end of Year 6 pupils have progressed to having a secure knowledge of place value to at least a thousand with higher attaining pupils confidently handling numbers to a million. Pupils accurately add, subtract, multiply and divide two and three digit numbers with the majority able to work to two decimal places. They know how to find the percentage of a given amount with more able pupils able to calculate mentally various percentages of, for example, £480 quickly and accurately. Pupils understand the relationships between fractions, decimals and percentages knowing that 0.4 is the same as four tenths and 40 per cent. In their work on data handling pupils draw line graphs to convert litres into pints and to show the efficiency of various insulating materials on a container of hot water. Pupils calculate the perimeter and area of regular shapes such as rectangles by using the correct formulae and have a good understanding of reflective symmetry. Only occasionally do pupils use information and communication technology to help them in their work. This is an area that has been identified by the school for further development.

112. The quality of teaching and learning is good overall with some very good teaching observed. Teachers have good class management skills and create a calm and purposeful working atmosphere in which pupils can concentrate and learn effectively. Pupils respond well to this and behaviour in lessons is good with pupils eager to learn and enthusiastic about the work

provided for them. This was clearly seen in a very good Year 6 lesson about percentages where the pupils were determined to find more and more difficult percentages of a given number and were tremendously proud of their achievements. All teachers follow the National Numeracy Strategy in their planning and this has a positive effect on progress. They plan lessons together in year groups enabling them to share ideas and expertise. All lessons start with a brisk mental session that grabs the pupils' attention and makes them receptive to learning. Teachers use this session well to help speed up pupils' responses and to assess their levels of understanding and thus tailor the work to meet their needs. For instance, in a very good Year 5 lesson the pupils held up number cards to show their answers to doubling and halving questions. This enabled the teacher to immediately see which pupils were able to answer correctly and which were struggling with the concept and to adjust the difficulty of the following number accordingly.

113. Work for pupils is closely matched to their prior attainment and this was particularly evident in the ability groups in Years 5 and 6. Teachers had gone to great lengths to ensure that the work was carefully graded to help all pupils make good progress. In all classes the learning objectives are clearly displayed at the start of each lesson to help pupils focus on them and to know if they have been successful in meeting them. Pupils are asked probing questions to make them consider a range of possible answers and to enable teachers to assess their understanding. Homework is set weekly to challenge pupils and to reinforce what they have been learning in class. Pupils with special educational needs and those with English as an additional language are very well supported, often working with learning support teachers or assistants who are well briefed by the class teachers. Good relationships are a strong feature of lessons with pupils attentive and responsive to their teachers and able to work well together in pairs or small groups. Teachers have a good subject knowledge that enables them to explain clearly to pupils how to approach new work. Pupils learn new skills at a good rate and are proud of their achievements.

114. The management of the subject is very good and has had a very positive impact in raising standards. The co-ordinator monitors planning, teaching and completed work thoroughly to identify areas for improvement. These areas are then included in the action plan to be a focus for future training. Assessment procedures are very good and are used very well to inform planning. Test results are carefully analysed to highlight any differences in attainment by specific groups of pupils and to identify any areas of strength or those in need of further input. For example, probability theory was found to be an aspect needing improvement and has now been suitably addressed in teachers' planning. Target setting for individual pupils is an area that is being developed at present and there are plans to extend it in the future.

SCIENCE

115. Standards in the last inspection were judged to be well below those expected nationally of pupils at ages of seven and 11. Teachers' assessments in 2000 showed below average standards at Key Stage 1 when compared with schools nationally but results were average when compared with schools in similar circumstances. In the Key Stage 2 science tests at age 11, the school's performance in science was well below the national average and below average when compared with similar schools. Although standards at the end of both key stages are still below average, they are improving. For example, attainment in science tests at the age of 11 has been well below the national average since 1996, but there has been a steady increase in the proportion of 11-year olds reaching the expected standards in national tests. Analysis of this year's predicted results show that about three quarters of the pupils in Year 6 are likely to attain the levels expected for their age, compared with less than two thirds of last year's pupils. More pupils are also likely to reach higher levels than last year. The vast majority of pupils, including those with special educational needs and those for whom English is an additional language, are supported well and make good progress. Some of the more able pupils in Key Stage 2, however, are not making the best progress possible because they do not have enough opportunities to plan and conduct their own experiments.

116. During Key Stage 1, pupils develop a sound understanding of materials. They are able to sort living things into groups and describe conditions needed for survival and growth. Although no lessons in which pupils conducted investigations or fair tests were seen during the inspection at this key stage, pupils' workbooks show satisfactory progress in this aspect of their development. Most pupils understand the principles introduced in the science content for this key stage. In the best lessons, the focus on clear explanations, good questioning, and support for pupils when they explain their ideas and reasons has a positive effect on pupils' attitudes and also on the standards to which they are working. The more able Year 2 pupils work alongside lower attaining pupils in groups but are often given more challenging work to do when recording their results. This ensures that their particular needs are met effectively. In the one unsatisfactory lesson pupils were unclear about how to sort materials provided for them into different categories. They became restless and noisy and their learning was very limited.

117. In Key Stage 2, the evidence from work samples, lesson observations and discussion with pupils shows that they are making consistently good progress in their learning from year to year. The reason for this is that these pupils are following nationally recommended guidance closely. This has resulted in the required breadth and balance of subject coverage and an appropriate depth at which topics are taught and learned in each year group. Pupils now complete most of the units of study by the end of Year 5, so that in Year 6, revision and booster group programmes enable them to develop their work and become more confident. In all the classes in Key Stage 2 pupils reveal a good knowledge of the subjects being studied and make strong connections with their previous work. For example, in the Year 6 classes, pupils studied micro-organisms. They learned about the conditions needed for microbes to thrive and the health issues that arise from mould. They responded well to their teachers' questions, using correct terms, and explained their thinking using accurate scientific vocabulary. As a result of this, pupils made appropriate links with mathematics. They drew bar charts and line graphs to record the growth of mould on bread over time. Although pupils have some opportunities to carry out investigations, most activities are too teacher-directed. This limits opportunities for pupils to find things out for themselves. This has a detrimental effect on pupil attainment, especially affecting the progress of higher attaining pupils due to the lack of challenge offered them.

118. In Key Stage 1 the quality of teaching and learning is satisfactory. It is good in Key Stage 2 and there is some very good teaching particularly in the older classes. Good classroom organisation, careful planning, secure subject knowledge and good pupil management are the keys to success in the best science lessons seen. For example, in Year 2 lessons pupils investigated how to record their work logically using a 'Decision Tree'. As a result of their teachers' questions they developed a good knowledge of science vocabulary, enabling them to see and talk about different categories with confidence. In Key Stage 2, the enthusiasm of the teachers motivates pupils to develop their understanding and take investigations further. For example, in a Year 5 lesson, when a pupil made a pertinent observation about evaporation suggesting that it could be affected by the lack of a 'wind' factor, the class teacher used the opportunity to help all pupils express their own ideas and then find out whether their predictions were valid. The discussions revealed pupils' good knowledge of fair testing which had been undertaken in previous work.

119. Teachers throughout the school make it clear to pupils what they are to learn in the lesson and what is expected of them. They make very good use of the formal structure of whole class teaching to introduce and explain the tasks, organise effective group work and then use the plenary session to help pupils draw conclusions and reinforce learning. On the occasions when teaching is less effective, there is an insufficient focus on science enquiry, the development of comprehension skills and the ability of pupils to evaluate their findings themselves. This is not helped by teachers in some classes giving all pupils the same work or by insisting on the method of presentation of results. This limits opportunities for pupils to understand the strengths and weaknesses of different approaches to recording and presenting their observations.

120. Leadership and management of the subject are very good and ensure clear direction. The co-ordinator has identified a need to improve some teachers' knowledge of the subject and their confidence in teaching and assessing it. The co-ordinator has taken opportunities to support, monitor and evaluate science provision and standards in classes. This is proving to be successful in developing teachers' understanding and knowledge of the subject as well as their confidence. It also ensures consistency across the year groups. The co-ordinator oversees all the teachers' plans and is piloting a more rigorous system of assessment designed to monitor pupils' attainment and progress in science as they move through the school. Overall, resources for the subject are satisfactory

ART AND DESIGN

121. During the week of the inspection there were no art lessons on the timetable for Year 2 or Year 6. It is planned that pupils from these year groups will have opportunities to work on art and design during the school Arts Week in July. Judgements have been made therefore, on samples of work, analysis of displays and the teaching observed in Key Stage 2. At seven and 11 years of age, pupils achieve average standards, which maintains the standards seen at the last inspection. Drawing skills, however, are below average at both key stages.

122. An analysis of sketchbooks shows that these are not used frequently enough and drawing skills are not taught in a sufficiently systematic way. Year 2 pupils have produced some impressive pictures in the styles of Monet and Van Gogh. They have successfully experimented with relative sizes in paintings that are based on a representation of a daffodil from the viewpoint of a small insect. Pupils have good opportunities to critically analyse the works of artists from a variety of cultures and traditions, and are using this knowledge appropriately to develop their own work. For instance, Year 4 have built on their study of the work of Aboriginal artists to produce good designs using dots, lines and repeated marks. Work on display around the school shows pupils handling colour boldly in their paintings and experimenting with shape, pattern and line to good effect. Pupils explore a range of media including pastels, chalks, a variety of paints, modelling materials, fabrics and computer programs to produce some exciting and imaginative work. An example of this is the high quality work which pupils produced after studying the pictures of Kandinsky. Their attempts to represent moods and feelings, using a variety of media, resulted in vibrant and thought provoking pictures. There is less evidence of pupils working from first hand observation of natural and manufactured objects.

123. The quality of teaching is satisfactory overall with some good or very good teaching in some year groups in Key Stage 2. Where teaching was particularly good, the visual resources used were of high quality and pupils were asked stimulating questions. Teachers in these lessons were skilful at using pupils' response to challenge other pupils' ideas. Imaginative tasks were set at appropriate levels for the whole ability range. The pace of the best lessons was brisk and pupils showed high levels of interest. As a result, they were able to discuss pictures with increasing critical appreciation and build up a repertoire of ideas for their own use. Except in drawing, pupils make broadly satisfactory progress, although rather spasmodic, in art and design across the school. The spasmodic nature of the progress is due to a variation in teachers' subject knowledge and some variation of the amount of time given to art between year groups.

124. The last inspection in 1997 reported that that planning did not show progression from year to year. This has now been rectified and there is consistency of planning across year groups with clear progression in most areas of art and design throughout the school. Although some portfolios of work are being kept, assessment is at an early stage. All year groups contribute to an annual whole-school drawing task. Examples from this are displayed so that progression in drawing can be identified. However there is little evaluation of what can be learnt about standards and how planning might be altered as a result of evaluation. More rigorous assessment that feeds into planning would help to raise standards. The art and design co-ordinator is aware of these needs and there is a clear action plan to meet these. Resources, including books and posters, meet the needs of the pupils and are accessible to staff. Pupils benefit from the high quality of display throughout the school and the input of crafts people and artists. The striking display of mask sculptures, which was produced by Year 6 in collaboration with a sculptor, reflects the success of this approach.

DESIGN AND TECHNOLOGY

125. By seven years of age, pupils' attainment in design and technology is average but by 11 years of age it is below average. Seven-year-olds can make simple working model vehicles and puppets using a range of materials including foam, card and wood. Pupils in Years 3 and 4 have made moving toys, using a simple pneumatic mechanism and have designed and constructed

their own fabric purses. They recorded their designs carefully in labelled diagrams, saying what materials they would use. Once complete, they were able to say what improvements they could make. Eleven-year-olds were seen investigating electrical circuits in model vehicles with the aim of eventually making working toys themselves. The subject is covered effectively in Years 3 and 4, but there is little evidence to show sufficient coverage in older classes for pupils to have built successfully on their earlier skills. Since the last inspection, standards have improved in Key Stage 1 but have fallen in Key Stage 2.

126. Because of the small number of lessons seen, judgements are also based on the scrutiny of work on display in classes. The quality of teaching and learning is satisfactory overall but its impact is limited significantly by the fact that it is taught infrequently. This means that pupils have forgotten the skills which they learned in the previous unit of work and are unable to build upon them successfully, particularly in the older classes in Key Stage 2. For example, in one Year 6 class, many pupils did not know what gears were called or what they were for.

127. The scheme of work for the subject has only just been introduced and some teachers are not yet familiar with it. At the time of the inspection, there was no formal system of assessment of pupils' work, and some initial monitoring of teaching had started. The resources for the subject are adequate and more equipment has been ordered to provide for the demands of the scheme of work. The system in Key Stage 2 is to alternate design and technology units with art on a half-termly basis but this has led to the subject being overlooked in some classes. The lack of rigorous monitoring has meant that these weaknesses have not been identified.

GEOGRAPHY

128. Seven year olds reach average standards for their age but pupils aged 11 reach standards which are below average. This is due mainly to the way the curriculum is organised. Although elements of geography are included in the history curriculum, geography does not receive enough time and this results in key skills not being developed systematically. Since the last inspection, there has been an improvement in standards in Key Stage 1 but in Key Stage 2 there has been no improvement.

129. By the time pupils are seven, they understand simple geographical language and make sound progress in developing basic geographical skills. In Year 1, pupils show a sound application of observational skills as they talk about the type of home they live in and others in the locality. They make simple plans and maps. In Year 2, pupils are aware of the effect of the weather on people's lives. For example, when considering the leisure amenities suitable for different conditions they offered some good ideas.

130. By the time they are 11, the geographical work is within history topics and is not taught as a discrete subject. For example, when pupils study the Vikings, they acquire some background geographical knowledge about the location of Scandinavia, its climate, terrain and sea routes to invaded countries. In Year 3, pupils gain some understanding of the geography of the British Isles and five European countries. These pupils have just begun a study of the Amazon River but have difficulty with the work because they do not know the specific terminology such as 'source' and 'mouth' or the difference between 'continent' and 'country'. They are unable to use a map competently to gain relevant information.

131. In Year 6, pupils studying Benin in Nigeria show an awareness of the similarities and differences between Britain and an African country in terms of diet, clothes, homes and schools. The project has only just begun and will continue until the end of term. This is the only geography taught in Year 6 in the whole of the academic year.

132. The quality of teaching is satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2. Characteristics of the better lessons include careful planning, taking account of the different needs of the pupils, effective use of well-prepared resources and good class control and

management. The result is that pupils work hard and make good progress. Features of the unsatisfactory lessons are a lack of challenge for pupils, particularly the more able, low expectations, activities that do not stimulate pupils and poor classroom management. These result in low levels of effort, poor presentation and disruptive behaviour.

133. The curriculum in geography is at an early stage of development. The school has recently adopted national guidelines that provide a useful framework for future development. The school has also identified a number of themes for each year group. The introduction of these planning documents has not yet had an impact on pupils' attainment. As a consequence, the systematic development of skills is not embedded in the learning programme, particularly in Key Stage 2 and between the key stages. There are no regular assessment opportunities planned and pupils' attainment is not recorded. There is little evidence of pupils' use of information and communication technology in the subject and few planned links with literacy and numeracy. Too frequently, elements of enquiry and analysis are missing from the work and pupils are not well versed in using different techniques to collect information and statistical data.

134. The co-ordinator is enthusiastic and has ensured the school has a suitable range of resources to develop the subject further. The monitoring of geography is not yet in place and consequently there is no overview of the standards, attainment and progress of pupils.

HISTORY

135. By the age of seven and 11, pupils reach levels expected for their age, which maintains the position noted at the last inspection. Their knowledge of historical facts is satisfactory. Year 6 pupils know about the main events and people within a particular period of history, for example Britain since 1930. They know about the Second World War and how this affected people's lives. They can use reference material appropriately to find out about the topics they are studying. For example, in a Year 4 class pupils used old maps to discover how Edmonton has developed over the years. Year 5 pupils used information and communication technology effectively when they discovered why and how the Vikings travelled to other countries. Younger pupils learn about different forms of transport through the ages and pupils in Year 1 compare their own toys with those of their grandparents.

136. Although all pupils, including those for whom English is an additional language and those with special educational needs, make satisfactory progress overall, the rate of progress is inconsistent across the school. It is generally better in Years 3 and 4, where work on the Ancient Egyptians and early explorers shows good attainment. In older classes, progress is slowed because of the more limited time devoted to the subject. The amount of work in pupils' books is very limited.

137. Evidence from the small number of lessons observed, the scrutiny of pupils' work and teachers' planning indicate that the quality of teaching and learning is generally satisfactory. Planning is detailed and based clearly on what teachers want pupils to learn. Materials and equipment were used well in the lessons seen to illustrate teaching points and to enable pupils to find things out for themselves. However, in some classes, too many worksheets are used which limits the opportunities for pupils to work on their own initiative. Teachers' enthusiasm for the subject, particularly in Year 4, inspires pupils to find out more. Pupils show real interest in their history lessons. They are keen and show good levels of concentration.

138. Planning for the subject has improved since the last inspection although it is still fairly new and yet to be firmly embedded into school practice. However, it does ensure that pupils cover all the National Curriculum requirements. Whilst the subject leader monitors teachers' planning, teaching and standards of pupils' work are not monitored well enough to ensure that pupils make sufficient progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. The previous inspection report found that pupils' attainment was below average and their progress unsatisfactory. The findings of this inspection are that by seven years of age, pupils' attainment is average but by 11, it is still below average. However, the school has made many improvements to its provision over the past year, including opening a new computer suite. Since then, progress has increased because teachers now have excellent support from the subject co-ordinator in the new suite. There are now many strengths developing in the breadth of content, subject planning and in the quality of teaching and learning. All the indications are that pupils are making good progress. This judgement rests on scrutiny of pupils' recent work, teachers' planning documents, lesson observations and discussion with pupils in the school.

140. Information and communication technology lessons for all classes are timetabled to take place in the recently established suite and only one lesson with some direct teaching was observed in a classroom. By the age of seven years, pupils have well developed word processing skills. They are able to edit by deleting, change fonts and size, and save and print out their own work. Pupils understand simple terminology and can follow directions in order to open and close programs. By the age of 11, pupils can word process with confidence although their typing skills are often insufficiently developed to enable them to input text as fast as they would wish. They have a good understanding of the uses of technology in the world and its impact in their daily lives. Pupils are able to create repeated patterns using William Morris stamps to design wrapping paper. They can program a simple robot. They use an art package to produce attractive images influenced by their study of Kandinsky. Year 5 pupils are able to search through information they have saved and can print out simple graphs. Year 6 pupils use the Internet to research topics linked with their work on Nigeria but their skills in refining the research are at an early stage of development. There is equal access for boys and girls; pupils with special educational needs and those for whom English is an additional language are given good access to facilities with sensitive adult help. Higher attaining pupils show suitable independence in using information technology, and many average and lower attaining pupils are gaining the confidence to proceed without guidance.

141. The quality of teaching is satisfactory in Key Stage 1 with one example of excellent teaching, and it is mainly good in Key Stage 2. Most teachers have sufficient knowledge and confidence in teaching the subject. The support they receive in the computer suite from the co-ordinator is undoubtedly helping the staff to increase confidence still further. Introductions to tasks, and to new ways of using information and communication technology are clear and, as a result, pupils are making rapid progress. Teachers have high expectations of pupils' abilities to co-operate well and work at a good pace, often independently or with another child. They ensure that confident and skilled pupils work with those who are more hesitant. Teachers are aware also of the need to allow the higher attainers to work at a more rapid pace and the need to present them with challenges and extension work. This was seen in all the Key Stage 2 classes when some pupils, having completed their work, selected another task and found new ways to suit their levels of working. All teachers place appropriate emphasis on sharing learning objectives with the pupils and then reviewing how much they have learned at the end of a session. Lessons are well planned but there is not enough use being made of information and communication technology to support teaching and learning in other subjects. In a few lessons in younger classes, the teacher does not manage pupils' behaviour well enough; this results in some pupils being distracted and not making enough progress. Occasionally, teachers' explanations are not clear enough and some pupils become confused and have difficulty doing their work. Major aspects of the subject such as the use of spreadsheets, desktop publishing and the construction and use of databases are being gradually developed but pupils' experiences of these are very limited at present. No evidence of work using simulations was seen during the inspection and pupils are not yet familiar with the use of e-mail.

142. There is a very good scheme of work for the subject which has been recently reviewed to take account of national guidance. The policy and scheme ensures that pupils are able to make progress in a continuous and progressive way at a pace suited to their needs. The subject co-

ordinator gives excellent support to colleagues and takes charge of ordering and maintaining appropriate software. The co-ordinator also organises in-service training for all members of staff which is a present priority for the school development plan. This is having a major, positive impact on pupils' standards of work. Although the computer suite provides a much-needed resource for the school, conditions are cramped when the older pupils are working in it. The number of computers available is only just adequate for the number of pupils on roll but those located in classrooms are not being used enough.

MUSIC

143. Pupils reach average standards in music by seven and 11 years of age. This represents good improvement since the last inspection when standards were below average. By seven, the majority of pupils can sing in tune. They respond well to music and know about musical elements such as pulse, pitch and changes in volume. By 11, they can play rhythms in up to four different parts and can sing in harmony in two parts. Some older pupils learn to play instruments such as violin, keyboards, guitar, cello and double bass, but there are no opportunities for ensemble playing as yet.

144. Inspection evidence also includes singing in assemblies and choir, African drumming classes as well as class music lessons. The quality of teaching and learning is generally good. The teachers have calm and positive manners with the children, lessons are well planned and pitched at the right level. This means that pupils behave well, listen carefully and respond sensitively to music played to them. Teachers' subject knowledge is very good in the case of specialist teachers and this has a positive impact on, for example, the quality of singing in Years 3 and 4. In the African drumming classes, pupils were particularly well involved, and considerable demands were made of them, both in terms of memory and concentration, and also in terms of physical participation.

145. The music co-ordinator has recently left and been replaced with an interim co-ordinator who is enthusiastic and has excellent musical skills. There is a subject policy and scheme of work, and a range of resources, including an excellent set of African drums. However, the policy is superficial and based heavily on a commercial scheme of work which some teachers are not confident in using. Some of the musical instruments used in class lessons are old and of poor quality. Good use is made of music in the school for listening and for cultural development, with a range of musical styles being played in assembly and in classes for the children.

PHYSICAL EDUCATION

146. Standards attained in physical education are as expected for pupils aged seven and 11. They are similar to those found nationally. Since the last inspection in 1997, satisfactory standards have been maintained. Only games and dance lessons were observed during the inspection but from looking at teachers' planning it is clear that all aspects of the subject are taught. These include gymnastics, athletics, swimming and outdoor and adventurous activities. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress as they move through the school. Pupils in Years 5 and 6 have further opportunities to develop their skills in dance and games through the lunchtime and in some after-school clubs organised and run by teachers.

147. Pupils in Years 1 and 2 understand the need for correct warm up activities and learn about the beneficial effects of exercise on the body. They bounce a beanbag on a racquet whilst moving around the playground showing a good awareness of space by keeping away from other pupils. The majority are able to hit the beanbag to a partner reasonably accurately and more able pupils successfully hit a small ball to their partner. In dance, pupils match their movements to the music played and the text of a story such as 'We're going on a Bear Hunt'. Pupils in Years 3 to 6 build on the skills learned earlier and by the time they leave the school have improved their throwing, catching, striking and fielding techniques so that they can participate successfully in

team games such as rounders, football and cricket. They play games with a good sporting attitude and share equipment sensibly and fairly.

148. In dance, pupils develop imaginative sequences of movement as seen in a Year 4 class working in pairs to make symmetrical movements involving circles and successfully fitting them to the music. In Years 4 and 6, pupils have the opportunity to go on residential journeys to take part in outdoor and adventurous activities including orienteering and obstacle courses. Pupils in Year 5 go swimming and the majority are able to swim at least twenty-five metres and are confident in water. Unfortunately some pupils miss physical education lessons because they do not have their kit in school. Although they are given writing and drawing tasks linked to the lesson, they do not have the same opportunities to develop their skills as their classmates. During the inspection an average of five pupils sat out of each lesson. This is a high number and, despite constant reminders to pupils and letters to parents, remains an area of concern for the school.

149. The quality of teaching is always satisfactory and sometimes good. Teachers manage their pupils well, resulting in time being used effectively to help progress in the learning of new skills. The majority of pupils have good attitudes to the subject which also has a positive effect on learning, as they remain focused on the learning intentions throughout each lesson. A brisk and appropriate warm up at the start of each lesson is followed by the main learning activity that is planned to build on the prior attainment of each pupil. Occasionally teachers do not give pupils sufficient advice as to how to improve their skills. For example, they do not always show them the correct hand position for catching a ball successfully or the position of the feet when throwing. Pupils who take part in lessons generally dress correctly and teachers address all health and safety issues.

150. Pupils compete in rounders, netball and football against other local schools and have had some measure of success over recent years. The school holds an annual sports day that is very popular with the pupils. Assessment and recording procedures to help monitor standards have yet to be developed.

RELIGIOUS EDUCATION

151. Standards of attainment in religious education are in line with the requirements of the locally agreed syllabus by the time pupils are aged seven and 11. Pupils acquire the knowledge, understanding, skills and attitudes identified in the syllabus. Their progress is sound as they build successfully on previous learning. There has been an improvement since the last inspection because of the introduction of the new, structured curriculum. The school atmosphere promotes mutual respect and good relationships and provides a sound basis from which to develop the pupils' understanding of the relationship between religious teaching and social and moral behaviour. The development of such attitudes enhances their learning.

152. By the end of Key Stage 1, pupils have a developing understanding of aspects of Christianity and other world faiths. They are gaining knowledge of significant aspects of the Christian faith and the importance of the symbols used. In a Year 2 class, pupils looked at a variety of crosses and a crucifix and discussed sensitively their significance to followers of the faith. They know the Easter story well and could see the relevance of the palm cross to the events of the time. Pupils in a Year 1 class showed the same sensitivity as they considered the importance of the Shabbat meal to Jewish families. Pupils are learning the specific terms of the religions studied and using them appropriately in discussions.

153. In Key Stage 2, pupils build successfully on the knowledge, skills and understanding developed in Key Stage 1. Hinduism, Islam, Judaism and Sikhism are developed well. Pupils in a Year 3 class studying Judaism are beginning to understand the importance of the Torah and its laws to believers. They demonstrated a sense of empathy as they considered the values Jews place on a range of artefacts that are important symbols of their faith. Pupils brought in their own precious possessions and described the reason for their importance. Some of their talks were

poignant reflections of past experiences and memories. In Year 5, pupils beginning to study Sikhism showed a mature understanding of symbols and beliefs associated with the faith. In Year 6, pupils at the beginning of a unit of work on Hinduism recognised the characteristics of Krishna and gave sensible responses to questions posed by the teacher about his early life and mission.

154. Through all this work, they are led to an understanding that religious teachings have an application in modern life. Pupils use specialist words accurately in a variety of situations. They demonstrate good recall of previous learning and apply the knowledge to their experience of life. Pupils are helped in this work by having members of different religious backgrounds in the classes who are willing to talk about aspects of their faiths.

155. The majority of pupils make sound progress and in some lessons, they make good progress in the acquisition of knowledge and understanding of religion. They also develop appropriate attitudes such as open-mindedness and consideration for others. Pupils are well motivated and respond readily to the tasks set in lessons. They listen and participate well in discussions. They express their views thoughtfully on religious and moral issues.

156. The quality of teaching is satisfactory overall. Lessons are generally well organised with the necessary resources easily accessible. Teachers give information clearly and expressively. They encourage pupils' discussion effectively and help pupils understand that religion has a practical application in people's everyday lives.

157. The co-ordinator has secure subject knowledge and he provides good leadership for the development of religious education in the school. The provision of books, including Bibles, and religious artefacts and posters is satisfactory. Expeditions to local places of worship to enhance learning is a good feature of the programme.