

INSPECTION REPORT

**ST EDMUND'S ROMAN CATHOLIC
PRIMARY SCHOOL**

Edmonton

LEA area: Enfield

Unique reference number: 102037

Head teacher: Mr. R. Greenfield

Reporting inspector: Martin Kerly
12783

Dates of inspection: 12th – 16th November 2001

Inspection number: 194746

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hertford Road London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Georgina Jones
Date of previous inspection:	1 st April 1997

INFORMATION ABOUT THE INSPECTION TEAM

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9619	Bob Miller	Lay inspector		Attitudes and Values, Care of pupils, Partnership with parents
23385	Sue Gerred	Team inspector	Art Music PE Foundation Stage	
12764	Tom Allen	Team inspector	Design Technology Geography History Equal Opportunities English as an Additional Language	
17995	Wendy Thomas		English Special Educational Needs	How well are pupils taught
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Edmund's Roman Catholic Primary School is a popular and over-subscribed school of 430 pupils, aged from four to eleven years, making it larger than most primary schools. It serves the large parish of Edmonton, part of an outer London borough. The number on roll has risen steadily from 371 in 1997. The school now has two forms of entry with 14 classes of approximately 30 pupils each. Two classes serve each year group. All the pupils are from families who are practising Roman Catholics. They come from a wide area of Edmonton. The area immediately surrounding the school has slightly over the national average of over-crowded households and only two thirds the national average of high social class households. A growing proportion of the school's population, approaching 40%, is from ethnic minorities, in particular these pupils are Black African, Black Caribbean, Black other and White European, including a significant number from the Republic of Ireland. This is an increase in ethnic minorities since the time of the last inspection. The total number of pupils arriving at and leaving the school during the course of a school year is broadly in line with national averages. Nine percent of pupils speak English as an additional language; this is higher than average and more than at the time of the last inspection. The large majority of these pupils are fluent English speakers. The percentage of pupils identified as having special educational needs is broadly in line with the national average. Less than 1% have statements of special educational need which is below the national average. The pupils are from a broad range of backgrounds; whilst few are from high income families only just over 8% are known to be eligible for free school meals which is below the national average and the school population as a whole broadly reflects the national socio-economic norm. The school's own baseline assessment data indicate that the pupils arrive in school with a broadly average level of attainment.

The school's long established mission statement is "To love, to care, to share". The prospectus refers to the long tradition of the school retaining all that is good while building and developing a curriculum and creating a working environment which will prepare the children in its care for their secondary schools and adult lives.

HOW GOOD THE SCHOOL IS

What the school does well

- Standards in the core subjects of English, mathematics and science are above national standards and standards in similar schools in Key Stages 1 and 2
- The provision for information communications technology (ICT) is good and standards in ICT are above expectations
- The quality of teaching and learning across the school is good
- The pupils make good progress and achieve well in relation to their attainment on entry to the school
- The behaviour of pupils in lessons and around the school is very good
- The pupils' attitudes to their work and to the school are good as is their attendance
- The provision for pupils with special educational needs is very good
- The quality and range of the curriculum are good
- The provision for moral and cultural development is good
- The school is committed to inclusion enabling those pupils with specific needs and difficulties to play a full role in the life of the school
- Parents contribute well to their children's learning
- The headteacher and key staff lead and manage this successful school effectively
- The governing body fulfils its responsibilities well and is developing a clear understanding of the strengths and weaknesses of the school
- The school has recently been awarded the prestigious "Investors In People" standard
- The induction of staff and the performance management procedures are very good
- The good accommodation is well maintained, presented and cared for, providing a good learning environment
- St Edmund's is an effective school providing good value for money.

What could be improved

- There is no long term strategic development plan clarifying goals and how these are to be achieved
- The school's links with parents are under-developed as are its consultation processes
- Progress in implementing the monitoring of standards and the quality of teaching and learning has been slow and evaluation has been limited
- Assessment and recording of pupils' academic and personal development are not systematic nor used sufficiently to inform planning
- The analysis and use of pupil performance data and the process for setting targets are unsatisfactory and the targets set are insufficiently challenging
- Too few opportunities are planned or taken to promote pupils' spiritual development and reflection in areas of the curriculum outside of worship and religious education

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 when five key issues were identified for improvement. Since the last inspection the school has made substantial progress overall; in some significant aspects progress has been very good whilst in others it has been slower than expected. The main areas of progress include the significantly improved quality of teaching across the school from barely satisfactory in 1997 to good in 2001; the improved standards in science and information communications technology (ICT) which were unsatisfactory and are now above national expectations across the school; and the provision for teaching ICT. Progress has been satisfactory in relation to curriculum planning and on increasing the school's focus on raising attainment. Progress since the last inspection has been unsatisfactory in relation to extending and improving the procedures for monitoring teaching, learning and standards and also to improving the clarity of the development plan, as it remains short term with insufficient detail to lead the work of the school.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	B	B	A	A	well above average A above average B average C below average D well below average E
mathematics	C	A	A	A	
science	A	A	B	A	

Standards attained at the end of Key Stage 1 in national tests in reading, writing and mathematics and science in 2001 were consistently at least above, and for mathematics, well above the national average and the average for similar schools. One hundred percent of the pupils attained at least the expected levels for mathematics and science.

Standards attained at the end of Key Stage 2 in national tests in English, mathematics and science were well above similar schools and the national average apart from science where they were above average. Over time standards have risen broadly in line with the national trend with significant gains in Key Stage 2 in the last two years. The school significantly exceeded its modest 2001 targets for English and mathematics. Standards in information, communications technology (ICT) are above average. Standards in almost all other subjects of the curriculum are in line with national expectations. Attainment on entry is broadly average; by the time pupils leave at the end of Year 6 standards in the core subjects are well above average indicating very good progress over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come into school, they contribute well in lessons and show interest and concentration.
Behaviour, in and out of classrooms	Pupils' behaviour is very good throughout the school day. Pupils follow instructions rigidly in class, assembly and before and after school. Parents report very good behaviour on school journeys.
Personal development and relationships	Relationships between pupils are good and with most adults are very good. Pupils co-operate and collaborate well. Personal development is satisfactory overall. Pupils with special educational needs are well integrated and are valued members of the school community.
Attendance	Attendance is above the national average and is good. Unauthorised absence is below average.

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.

The quality of teaching in English and mathematics is good and teachers are effectively using a range of teaching styles reinforced by the National Literacy and Numeracy Strategies to support pupils' literacy and numeracy skills. Teachers make clear to pupils the learning intentions, and have high expectations. Lessons are conducted at a brisk pace and pupils are managed well. The needs of specific groups and individuals are usually well met. Pupils respond well, work hard and make good progress across the school. Aspects of curriculum planning are not always secure and insufficient use is made of assessment and recording to inform future teaching and learning. In some lessons pupils are not given sufficient opportunities to take responsibility for their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall this is good; the National Curriculum is fully implemented in a broad and balanced manner; the National Literacy and Numeracy Strategies are contributing well to the quality of provision. Progress towards implementing the recently introduced Foundation Stage curriculum in the reception year is satisfactory.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good. Pupils' needs are assessed regularly; they have full access to the curriculum and are supported well in lessons by effective learning support assistants. Their specific targets are not identified within class teachers' planning. Pupils with physical needs are well supported. There is very good liaison with parents of these pupils.
Provision for pupils with English as an additional language (EAL)	Provision is good for those pupils at the early stage of learning English and satisfactory overall; pupils are assessed on entry and there is a planned programme of support for those on the register. Their progress is monitored by the local authority and there are no reported significant differences in their attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is satisfactory. In some lessons pupils are given insufficient opportunities to make choices and exercise responsibility. Provision for moral and cultural development is good. Provision for spiritual development, beyond that in worship and religious education, is unsatisfactory with only limited planned opportunities for pupils to reflect on experiences.

How well the school cares for its pupils	The school makes good provision for the support, guidance and welfare of all pupils. There are effective systems for tracking pupils' progress within the Foundation Stage. In Key Stages 1 and 2 records of pupils' personal development are inadequate; assessment, recording and monitoring of academic progress is under-developed and lacks co-ordination. There is insufficient monitoring of attendance and absences are not followed up quickly enough.
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Parents are keen to be involved and support their children's education. The school recognises its lack of success in consulting and promoting links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The experienced headteacher and the senior managers lead this successful school effectively. The head has delegated key responsibilities appropriately and individual senior managers perform their roles well. The role of the subject leader is not yet fully developed. There is no long term strategic development plan.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities with commitment and professionalism. They have a growing understanding of strengths and weaknesses and are involved in strategic thinking and decision making. Their documentation meets almost all statutory requirements.
The school's evaluation of its performance	A detailed monitoring policy has recently been implemented but the evaluation of practice and systematic analysis of attainment data is unsatisfactory. The principles of Best Value are yet to be established.
The strategic use of resources	The well qualified and experienced staff team are deployed effectively. The accommodation is well presented and high quality learning resources are used effectively to support teaching and learning. The current significant under-spend is being addressed.

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 children like school The teaching is good The children make good progress The school has high expectations The children's behaviour is very good Support given for pupils with specific needs or problems 	<ul style="list-style-type: none"> More activities outside lessons beyond Years 5 and 6 A gradual progression of homework in preparation for secondary school Active steps by the school to involve and consult parents

The inspection team agrees with all the points about which the parents are pleased. The issues for improvement were identified by a small minority of parents. The inspection team recognises the parents' view about the lack of additional voluntary activities outside the classroom beyond Years 5 and 6. In Years 5 and 6 it is satisfactory. The team supports their view about the need for the school to improve consultation with and involvement of parents. The team does not support their concern about the progression of homework which is carefully structured across the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of children on entry to the reception classes is average overall. This is confirmed by the baseline assessments, which are undertaken during the first few weeks of school. Standards at the end of Key Stages 1 and 2 are generally above or well above the national average in English, mathematics and science.
2. Results at the end of Key Stage 1 national tests in the summer of 2001 indicated overall standards in reading were above the national average and well above the average for schools in similar contexts. Standards in writing were above the national average and above the average for similar schools. In mathematics the standards were well above both the national average and the average for similar schools with 100% of the pupils attaining the nationally expected level or higher. Teacher assessments in science at Key Stage 1 indicated 100% of the pupils attained the nationally expected level. The proportion of pupils attaining standards above the expected levels for 7 year olds is about average for reading, writing and science and above average for mathematics.
3. Results at the end of Key Stage 2 national tests in the summer of 2001 indicated overall standards in English and mathematics to be well above both the national average and the average for similar schools. Standards in science were above the national average and well above the average for similar schools. In all three subjects high percentages of pupils achieved the nationally expected level. The proportion of pupils achieving higher standards than expected for 11 year olds in English and mathematics is well above the national average and the average for similar schools. The proportion for science is above the national average and the average for similar schools.
4. These standards reflect a substantial improvement since the time of the last inspection in 1997 when standards were reported as "*generally average in English and mathematics in both key stages*"; below average in science in Key Stage 1 and average in science in Key Stage 2. Improvement trends over the last five years have been broadly in line with the nationally improving trend. However, in the last two years, particularly in English and mathematics at Key Stage 2, there has been a marked improvement in standards in the end of key stage tests after a flat period in 1998 and 1999.
5. Evidence from the inspection confirms the generally above average standards, particularly in the core subjects of English, mathematics and science. Pupils' progress over time in school is very good and they achieve well. During their time in the reception year, children achieve well, making good progress in communication, language, literacy, mathematics and in creative development. With the good progress being made in these areas of learning, most children are likely to achieve the expected standards by the end of the reception year and a good number are likely to exceed them. Children make satisfactory progress in their knowledge and understanding of the world, in physical development and in their personal and social development. They are on course to reach the expected standards within the Foundation Stage and to achieve the early learning goals by the end of the reception year.
6. Observations in lessons and from the scrutiny of pupils' work confirm standards in

reading and writing are above average throughout the school and standards in speaking and listening are in line with national averages for the large majority of pupils. Opportunities for developing speaking and listening skills are less well planned for and developed. Standards in mathematics are above national averages throughout the school. By the end of Key Stage 1 almost all pupils are operating in line with national averages but at this stage of the school year few are operating above expectations. By the end of Key Stage 2 some pupils are working well above national averages and many of those in the lower sets are close to the national averages. Pupils' knowledge of number, shape, measures is secure overall. Pupils are less confident in rapid recall of number facts, identifying efficient methods to calculate or solve problems and using mathematical language when discussing their work. Their achievement in mathematics over the time in school is good. Standards in science at Key Stages 1 and 2 are above average and pupils make good progress, particularly in their investigative skills.

7. Standards in information, communications technology (ICT) are above national expectations throughout the school and the pupils' ICT skills are contributing well to their learning in other subjects such as mathematics. Pupils are making good progress and achieve well. This is a significant improvement from the time of the previous inspection when standards in ICT were below expectations in each key stage.
8. Standards in history in both key stages and in physical education in Key Stage 1 are above expectations with pupils making good progress. In history pupils make particularly good progress in their understanding of historical evidence and first hand sources. Standards in all other national curriculum subjects - art and design, design technology, geography, music - are broadly in line with national expectations as they are for physical education in Key Stage 2. In all these subjects pupils' achievements are satisfactory over the time in school.
9. Pupils with special educational needs make good progress, benefiting from the very good provision across the school. Pupils for whom English is an additional language (EAL), and who are at the early stages of learning English, achieve well and make good progress when support is provided. Their performances in National Curriculum tests at the end of Years 2 and 6 have been monitored by the local authority and there is no significant difference in attainment between EAL pupils and others, once the former have achieved a reasonable level of competence in English. There are no significant variations in the standards and progress achieved by gender groups. Over the last three years the girls have slightly exceeded the boys in end of Key Stage 2 tests in English, mathematics and science but in the most recent set of data the boys did slightly better than the girls in mathematics. There is no evidence to indicate differences in standards achieved by pupils of different ethnic backgrounds.
10. Gifted and talented pupils, known as More Able Children (MACs) within the school, make good progress overall. Some achieve very well as indicated by the proportion of pupils attaining Level 5 at the end of Key Stage 2 and those working towards Level 6 in the current top mathematics set in Year 6. However, in a number of lessons others do not always make the progress anticipated, or indeed planned for, as they do not get to the extension or enrichment activity in the allotted time.
11. Whilst standards in the school have risen steadily and are now above or well above average, the school has not engaged in rigorous analysis of attainment data nor set itself challenging targets for pupils' achievement by the time they leave the school. The statutory targets set for the percentage of pupils achieving Level 4+ in English and mathematics in 2001 were well below those achieved by the pupils. The targets set for

2002 are equally undemanding and are not contributing to the school's quest for improved standards, particularly by the more able pupils.

12. The majority of pupils arrive in the reception year with broadly average levels of attainment. By the time they reach the end of Key Stage 1 standards are above national and similar school averages, and by the time they reach the end of Key Stage 2 they are above and often well above national and similar school averages. This rate of progress confirms very good achievement over time and very good added value.

Pupils' attitudes, values and personal development

13. Children in the Foundation Stage have good attitudes to their work. They listen attentively to the adults, respond enthusiastically and willingly to tasks and work hard to do their best. They are eager to learn and often become totally absorbed in their work. Behaviour is very good and children work very well together. They make decisions about their work and take responsibility for keeping their classrooms tidy. This has a significant impact on their personal development and self-esteem. They display a mature and sensible attitude towards their work of which they are justifiably proud.
14. Pupils' attitudes to learning in the rest of the school are good and an improvement on the previous inspection. Their attitudes to school and their behaviour have a positive effect on the educational standards achieved. Pupils settle to their work and sustain their concentration and interest throughout the lesson, particularly where the teaching is good. When appropriate they are quiet and attentive while at other times they are enthusiastic and keen to answer questions. Pupils work hard and often display tenacity and determination when solving problems such as observed in science lessons in Year 6. Most pupils are keen to succeed and take a real pride in the presentation of their work.
15. Pupils with special educational needs are happy and secure within their class groups and the smaller support groups. They relate very well to their classmates and adults. These good relationships give pupils the confidence to join in with all school activities and explore new areas of their learning. Pupils are encouraged to work co-operatively with others and this works very well. Support staff and teachers are skilled in applying behaviour strategies and pupils receive clear guidelines and expectations for behaviour and attitudes to work. Pupils for whom English is an additional language are fully integrated into the life of the school, well settled into school activities and have positive attitudes to school life and learning.
16. Behaviour in classes and around the school is very good and an improvement on the previous inspection. The pupils are polite and friendly and follow instructions rigidly. Play times and lunch times are closely supervised. Pupils move around the school in an orderly manner showing respect for the school's property and buildings. There were no exclusions in the year prior to the inspection.
17. Pupils' personal development is satisfactory throughout the school but opportunities for younger ones to develop their capacity for personal study, research skills and to show initiative are limited. Pupils are not always able to show how they can work without direct supervision. Some older pupils do, however, show responsible and mature attitudes when looking after the younger ones in the infant playground. The school council that was in existence at the time of the previous inspection has since been disbanded; its reformation is currently under consideration.
18. Relationships are good. Pupils are kind and considerate towards each other and show

respect to teachers and other adults. No bullying was evident during the inspection and parents and pupils were happy that if it should occur it would be dealt with well. There are a number of different ethnic minority groups within the school and they form a racially harmonious community. Pupils work productively in pairs or groups; they listen carefully to each other and share ideas and resources well. During discussions, pupils were happy and confident to put forward an argument and explain their viewpoint.

19. Attendance at over 95 per cent is good and an improvement on the previous inspection. There is little unauthorised absence but a few families take holidays during term time. Punctuality is good for the vast majority of pupils and lessons start promptly throughout the day.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching and the rate of learning are good overall throughout the school. It is particularly good at Key Stage 1. There is a significant number of very good lessons in different classes across the school. Almost one in five lessons observed were very good and a little over three out of five were good or very good. Just 6% of lessons were less than satisfactory. This is a significant improvement since the last inspection when 27% of the teaching was unsatisfactory. This is a particularly good improvement in Years R, 1 and 2 since there was a high proportion of unsatisfactory teaching in these years during the last inspection. In the current inspection all the teaching for these year groups was satisfactory or better. The overall good quality of teaching has enabled pupils to make good progress. Teaching is particularly strong in the core subjects of English, mathematics, science and ICT. However, even in these areas there are some aspects in need of further improvement. In other subjects of the curriculum teaching and learning are generally satisfactory with some strengths.
21. The previous inspection report identified the need for the headteacher and staff to raise the quality of teaching where it was low by identifying and sharing existing good practice. The inconsistencies in teaching identified in the last report where expectations of achievement and behaviour were not uniform have now been removed. All teachers are aware of the differing needs of pupils. Work within classes matches the needs of pupils well, though the targets from the individual education plans of pupils on the early stages of the special educational needs code of practice are not referred to in lesson planning. These pupils however, are supported very effectively in lessons by skilled learning support assistants. In the best lessons, pupils of high prior attainment are well catered for with appropriate extension activities. In some lessons work planned for more able pupils is not accomplished through lack of time because these able pupils spend too long on lower level introductory activities. Teachers use a suitable range of appropriate strategies to develop pupils' learning reflecting preferred learning styles. This was apparent in a Year 4 science lesson when the teacher provided carefully structured guidance for an investigation planning sheet which helped pupils develop their awareness of fair testing, and in some maths lessons where the objectives were shared in a range of ways.
22. Across the Foundation Stage as a whole the quality of teaching is good overall and has improved since the last inspection. Good and satisfactory lessons were seen in both classes. None of the teaching seen was unsatisfactory. Teaching methods are effective and good use is made of the rather small classroom space available. Planning has improved since the previous inspection and takes account of the recommended areas of learning and Early Learning Goals for children in the Foundation Stage. However, the content of some lessons is planned from the previous schemes of work based on National Curriculum subjects, and is not always relevant for these young

children.

23. The good and very good teaching in Key Stage 1 reflects the overall good subject knowledge across most of the curriculum. The skilled learning support assistants provide very effective support to pupils of differing prior attainment and make an effective contribution to their learning. Classroom organisation is good and all selected activities are appropriate to the learning needs of pupils.
24. The good and very good teaching in Key Stage 2 is also characterised by good subject knowledge and understanding. Teachers make good links between different subjects that produce particularly valuable cross-curricular activities. There is good attention to investigative work at the top of the school but in few lessons are there sufficient opportunities for pupils to take responsibility for their own learning and in some lessons activities are over prescriptive. The unsatisfactory teaching in Key Stage 2 is characterised by poor behaviour management preventing a focus on learning, low expectations and unclear teacher explanations to pupils about how to proceed or use published materials indicating inadequate preparation and insufficient subject knowledge.
25. Almost all individual lessons during the period of the inspection were planned well with detailed objectives, differentiated activities and key questions. However, aspects of short term planning are unsatisfactory. Teachers are clear about the learning intentions for each lesson, but do not consistently record their plans in sufficient detail for the week to demonstrate balance and progression within a subject. This means that if a supply teacher has to take a class at short notice, as happened during the inspection, there is insufficient information about what pupils are expected to learn. The weekly planning does not sufficiently reflect the different needs of high, middle and low sets in Years 2, 5 and 6 in English and mathematics, and in some cases relies heavily on published material.
26. Throughout the school teachers have appropriately high expectations of pupils, and class discussions are often lively and challenging. Questions are well focused and designed to bring all pupils into discussions. This helps all pupils to make quicker progress towards the stated learning objectives. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers lead these discussions well and introduce new ideas with care and clarity helping pupils understand new ideas. For example, in a Year 1 English lesson the teacher used good questions to draw pupils' attention to specific features of the book. She then moved to the group activities which were well focused on the features discussed. In a very good Year 2 mathematics lesson the teacher encouraged the pupils to consider and report their preferred methods of subtraction. In many mathematics and ICT lessons recently purchased high quality apparatus is used purposefully to support pupils' learning.
27. Teachers take care to present good role models to pupils and in the most effective lessons there is very good involvement of the learning support assistants. Generally teachers have very good relationships with their pupils. They use praise well to modify pupils' behaviour and reward good work. Instructions given to pupils are very clear. Teachers listen carefully to pupils' responses and questions, and show that they value them all. Teachers manage pupils very effectively.
28. Pupils with special educational needs are well taught and make good progress. The individual education plans (IEPs) for these pupils who are on the early stages of the

code of practice for pupils with special educational needs are too general. The targets are appropriately mainly concerned with literacy and numeracy; some are more group targets than individual targets. These IEPs are used effectively when pupils are withdrawn to work in small groups but they are not identified in teachers' planning for whole class sessions. When pupils are withdrawn for small group support the provision is well matched. In whole class sessions pupils are effectively supported by skilled learning support assistants. Pupils with statements of special educational need are very well supported. Where pupils have physical needs, the teacher has a copy of the pupil's care plan. The special needs support assistants make a very effective contribution to these pupils' learning.

29. Teachers know their pupils well. Procedures in the reception classes for checking children's attainment and progress are satisfactory. Teachers make satisfactory judgements about children's progress, often making notes of what they have observed. They complete a summary record of attainment and progress twice yearly. However, summaries record attainment as national curriculum subjects and have not been revised to take account of the Early Learning Goals in the way that end of year reports have been revised. Information from assessment is not sufficiently guiding teachers in planning the content of some lessons, to ensure the relevance to the stage of development of some of the youngest children.
30. Assessments, using informal strategies, to gauge pupils' understanding are apparent in most lessons. Teachers frequently check their pupils' understanding and prior knowledge at the beginning of a lesson to ensure they pitch the work at the right level. Some then adapt their original plans to take account of this; examples were seen in a top Year 6 maths set, a Year 4 science lesson and a Year 1 mathematics lesson. However, formal assessment and recording are not always used consistently across the school and progression for all pupils, at the quickest pace on a day to day basis, is not guaranteed, especially in the foundation subjects. Assessment is not used to identify future learning targets for individuals or groups of pupils. The school has a clear policy for marking pupils' work and work is generally marked conscientiously. Aspects of the policy are not used consistently throughout the school. There are some very good examples of marking which give pupils effective guidance as to how they can improve their work. In other cases marking is celebratory rather than evaluative or simply re-iterates the learning objective covered. Whilst this style of marking appreciates and values pupils' effort, it is sometimes inappropriate and does not help pupils make progress. Homework plays an effective role in teaching and learning with an appropriate range of activities planned and responded to by pupils and teachers. It is used consistently within year groups and progresses over time through the school from the Reception Year to Year 6 helping to re-inforce and extend pupils' learning in the classroom. There are examples of very detailed and sustained homework projects completed by pupils in upper Key Stage 2.
31. Teachers' plans include the provision for pupils with English as an additional language. Pupils are well supported in their speaking and listening during lessons by mainstream class teachers. This is because they involve EAL pupils in discussion and because of the patient and helpful attitudes of classmates. Generally teachers use a range of effective strategies such as questioning, modelling language and reviewing what has been learnt to develop their English competence so that they take part in the full curriculum. Targeted pupils are supported in their language development by the EAL assistant who teaches them well. She plans closely with the class teacher and activities have clear learning objectives, which match the school's schemes of work.
32. There is a planned programme of support for pupils on the EAL register. Good liaison

with class teachers ensures reinforcement of the work being undertaken in the class. There are appropriate procedures in place to involve parents of EAL pupils in discussing the additional support.

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

33. The previous inspection reported that, although the school took into account the subjects of the national curriculum, it did not fully ensure appropriate breadth and balance. Curricular provision is now good and is providing good breadth and balance overall. This is an improvement since the last inspection. All the statutory requirements of the National Curriculum are now in place. The principles of inclusion are well established with all pupils, including those with special educational needs, physical disabilities and those for whom English is a second language, have full and equal access to all aspects of the curriculum. Provision for pupils with special educational needs is very good and this is a significant improvement from the previous inspection.
34. The National Literacy and Numeracy Strategies are well embedded in practice to support the wider curriculum. The recommended teaching methods have helped teachers to provide appropriately structured lessons, which help pupils to acquire literacy and numeracy skills.
35. The school has policies in place for all the curriculum subjects, but some, for example, information and communication technology, mathematics and art need to be updated as a matter of urgency. Many of the schemes of work are based on national guidelines and have been successfully adapted to suit the needs of the school. Geography and history are partially linked to a topic cycle limiting the overall quality of provision. The two subjects are jointly led limiting the focus on each as a specific subject in its own right. Overall curriculum planning has improved satisfactorily since the time of the last inspection. The weekly plans, upon which teachers base their lessons, do not consistently provide sufficient detail and do not show assessment opportunities within the lessons which could be used to inform future planning. There is still work to be done on monitoring the curriculum but some progress has been made since the previous inspection.
36. There is a satisfactory range of extra-curricular activities but these are confined to Years 5 and 6. There is a variety of sports activities after school, such as football, netball, rounders and cricket. The school would welcome parents to help in leading other activities so that pupils from other year groups could benefit. During the year there are visits out of school and also a number of visitors into school, all of which help to give pupils a good all-round experience. Year 2 pupils visit Aklowa, an African village in Hertfordshire. Theatre groups visit the school during the autumn and summer terms. Pupils in Year 6 have made residential visits to the Isle of Wight and to France. Year 6 is part of a Junior Citizen's group run by the Metropolitan Police. An African dance theatre company visited the school and there are plans for a science theatre group to visit the school during this academic year.
37. Provision for personal, social and health education is good. There is a comprehensive programme which is linked through various subjects of the curriculum, for example religious education, science and English. 'Circle Time' is an important part of the programme for many pupils when they have the opportunity to develop social skills as they share a range of topics with each other. There is a reading club at lunchtime, which was the result of an idea put forward by a child during a lunchtime discussion. There is a clear programme of sex and drugs education. Here the pupils learn about

healthy lifestyles and have the opportunity to discuss personal concerns.

38. There are many good links with the local community. There are very good links with the local Catholic Secondary Schools and a lot of work is done to ensure the transfer of pupils is as successful as possible. There are also effective links with other secondary schools to which some pupils go. There are good links with Middlesex University enriching the professional development and curriculum development of the school. Visitors to the school enrich the curriculum. In Key Stage 1 a number of visitors have joined the classes, for example; a police officer, a fire officer, a nurse, the school crossing-patrol man and a St John's Ambulance officer. The priests from the local church have regular input into the life of the whole school. These links continue through Key Stage 2. Pupils in Year 4 have had training from representatives of Tottenham Hotspur football Club. The pupils also visited the ground where there was a good link to the mathematics curriculum as the pupils followed a Maths trail at the club. Members from Saracens Rugby Football Club have visited the school. Pupils in Year 5 worked with Pizza Express to make pizzas. Pupils in Years 5 and 6 had a talk on communications and relationships from BT Talk Together. Year 6 have been involved in a Junior Citizen Programme and they also operated the school internal Christmas mail, after training from Post Office workers. There is a science club which is run by a local school to which some pupils go on a weekly basis. The junior pupils have sung carols at a local old people's home.
39. Provision for pupils' moral and cultural development is good. The school's strength in this aspect of learning is the way it respects pupils' ideas and values and how pupils will always try to do what they know to be right. The provision for pupils' social development is satisfactory and that for their spiritual development is unsatisfactory.
40. Since the previous inspection the school has continued to provide only limited opportunity, beyond those in religious education and worship, to reflect on experiences in ways that develop pupils' spiritual awareness. There continue to be missed opportunities across the rest of the curriculum to share in moments of awe and wonder, to appreciate beauty and mystery in aspects of art, literature, and music. Teachers do not plan sufficiently to develop pupils' spiritual awareness or to foster a sense of a wider reality. There was little evidence of pupils being given the opportunity to reflect on their own experiences to help them understand the world they live in and to share common childhood dilemmas and mysteries.
41. The school works well to help pupils understand the difference between right and wrong and children accept the need for rules and respond well in class and around the school, especially when under direct supervision. Generally pupils respect the rights and needs of others to work in an orderly and calm classroom. They co-operate well, working in groups and pairs, allowing teachers and support staff to give appropriately targeted support to particular groups. They are aware of their own and other pupils' achievements and are realistic when talking about their own particular gifts and talents. They accept rules and understand, for example, that running and calling out is acceptable in the playground but not inside the school building, particularly in classrooms. Older pupils are encouraged to put out and return resources before and after some lessons and assemblies, which they do willingly. The opportunities for increased responsibility among pupils, especially the older ones, have improved since the previous inspection and continue to be developed. The school has set up a Leadership Group, which consists of a group of Year 6 children who have been identified as having extra responsibilities around the school. Pupils raise money for charities such as The British Heart Foundation and collect clothing for Dr. Barnardo's children. They also collect tins and paper as part of a whole school environmental re-

cycling project.

42. The school has made improvements since the previous inspection, in promoting the traditions of the culturally diverse British society. In light of an increasing number of ethnic minority pupils joining the school, the need to share their different music, costumes, food, festivals and lifestyles, has been well recognised and developed by staff. For example, in music pupils are introduced to both Irish and African instruments, as well as Jewish songs. There have been food tasting events and a presentation of Nigerian costume, as well as other national costumes displayed around the school. The pupils are offered opportunities to look at picture books that present life in other countries and the different religious faiths that exist. This brings cohesion to their learning and acknowledgement of other cultures outside of North London.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The provision the school makes for the support, guidance and welfare of its pupils continues to be good since the previous inspection. This has a positive effect on the quality of education provided.
44. Procedures for monitoring and promoting discipline and good behaviour are effective. The school has done a lot of work to agree and implement strategies for behaviour management and gives an inordinate amount of space to it in school documentation, especially the prospectus. These strategies include good use of and training for lunchtime supervisory assistants and prominent displays of a code of conduct throughout the school. Both good and poor behaviour of pupils is noted by all staff and any three consecutive entries for good behaviour is celebrated in assemblies. All members of staff are consistent in their approach and expectation of behaviour and are good role models for pupils.

45. Insufficient formalised monitoring of attendance takes place and procedures for promoting good attendance are unsatisfactory. Unexplained absences are not followed up quickly enough and sometimes registers do not contain daily totals or appropriate symbols. Registration is carried out efficiently but the need for punctuality is not always reinforced enough when lateness occurs.
46. Procedures for checking children's attainment and progress are satisfactory within the Foundation Stage. Teachers make satisfactory judgements about children's progress, often making notes of what they have observed. They complete a summary record of attainment and progress twice yearly. However, summaries record attainment as national curriculum subjects and have not been revised to take account of the Early Learning Goals in the way that end of year reports have been revised. Teachers use this information insufficiently to guide them in planning activities more relevant to the stage of development of some of the youngest children.
47. In Key Stages 1 and 2 teachers make frequent effective informal assessments at the beginning of lessons to check pupils' levels of prior knowledge, and check progress by the end of the lesson. There is a range of formal assessment data from various tests over the longer term but these are not yet coherently presented, analysed and used to track individual pupils' progress. The school acknowledges the need to develop and implement a whole school assessment and recording policy and that it has made only limited progress in this area since the time of the last inspection when it was identified as an issue for improvement. The newly appointed assessment co-ordinator has a clear grasp of what needs to be done.
48. The school keeps detailed records and documentation on all pupils with special educational needs meeting statutory requirements within the code of practice. These ensure staff are knowledgeable about individual difficulties pupils might encounter and ensure the pupils receive the appropriate support and guidance. Both within the classroom and in the smaller groups, staff are effective in establishing a supportive environment where pupils feel secure and can develop self-esteem and confidence. Provision for pupils with English as an additional language is satisfactory. It is good for those at the early stages of learning English who receive targeted support. These pupils are carefully assessed on entry to school so that support can be appropriately targeted. Their progress is regularly monitored and adjustments are made to the teaching programme to take account of their progress
49. Good child protection procedures are in place. Locally agreed guidelines are adhered to and staff have undertaken on-going training to ensure they are aware of the issues. There is effective liaison with the school nurse who is a regular visitor. There are very good systems for monitoring health and safety by the caretaker, governors and staff. The school is kept in a very clean condition and is well maintained by the caretaker and his staff. The luncheon period is well supervised by a good number of supervisory assistants. There is always a member of staff present to help pupils in need and a separate welfare room where first aid can be administered.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. Parents view St. Edmund's Primary as a good school. There are no issues of concern raised by a significant minority of parents and overall parental support of their children's learning continues to be good since the last inspection. The school has acknowledged a weakness in its consultation processes and this is addressed as a priority in the school development plan identifying the need to consult more with parents to ensure the effectiveness of the school's links with parents is maximised. A formal survey was planned for the autumn term but deferred in advance of the Ofsted inspection.
51. Parental involvement in their children's learning is good. Some parents are involved in the work of the school by listening to pupils read, helping with information and communication technology and netball. Others help with "The Friends of St. Edmunds" school association which organises fund-raising events. The vast majority of parents contribute to their children's learning at home by listening to them read and, as the child progresses through the school, with other homework that is set in accordance with the school policy and home-school agreement. Most parents find it easy to approach the school with questions or concerns and those who have children with special educational needs are closely involved with their child's work.
52. In the reception classes, parents are involved in their children's learning through sharing storybooks at home. Reception teachers and support staff visit the homes of children before they commence their Foundation Stage education and create a very close and harmonious relationship with the families concerned.
53. The quality of information provided for parents continues to be satisfactory since the previous inspection. Newsletters keep parents informed about events and day-to-day matters and other letters from different year group teachers keep parents informed of curriculum areas that are being covered in the ensuing period. The prospectus and the annual governors report to parents contain useful information but continue to lack some legally required details. Parents are kept informed about their child's progress through meetings with staff and end-of-year academic reports. Whilst these reports are an improvement on the previous inspection, in that they now contain targets for pupils to achieve, these are not always specific or in "user friendly" language. There are also Annual Parents Information Evenings which are followed by consultation evenings in the Spring term.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. This large school is effectively led and well managed by the headteacher and key senior members of staff. The headteacher is very experienced and has had responsibility for the school during a period of considerable growth in numbers, expansion of the building and changed expectations of the curriculum. During this time standards have risen steadily and the quality of provision, notably teaching, has improved significantly. The senior management team is new and several of its members are relatively inexperienced in their current roles. At the time of the last inspection the management and efficiency of the school were requiring some improvement and several weaknesses were identified related to leadership and the educational direction of the school. Progress towards these is inconsistent. In several aspects it has been very good, particularly in terms of improved standards and the quality of teaching and learning, whilst in others it has not been fast enough, for example the continued absence of a long term strategic development plan and delays in establishing formal monitoring of standards and quality.

55. The school's traditions, aims and values are well established and reasonably clearly articulated in key documents such as the prospectus, staff handbook and curriculum policy statements. The headteacher has successfully led the governors in designing a management structure to respond to the strategic issues in a large school, and then in the appointment of able senior managers to whom he delegates significant ranges of responsibilities. In addition to the newly appointed deputy head there are two new assistant headteachers and two key stage managers for Key Stage 1 and Key Stage 2. There is no manager for the Foundation Stage at this nationally critical time of implementing a new Foundation Curriculum. This year the headteacher has skilfully and successfully led the school towards the formal recognition as an Investor in People, confirmed in October 2001, with all the associated procedures related to staff development practices working towards common and shared goals. However, he has shown caution in embracing some aspects of curriculum change and in leading a debate around reviewing long term goals reflecting the evolving school community's changing perceptions and the means of communicating this to the various school partners. There is still no long term strategic development plan. A detailed monitoring policy has only just been agreed and formally implemented, some four years after the last inspection when it was identified as a requirement. Progress in this aspect has been unsatisfactory over time although standards and the quality of teaching have clearly improved substantially over the same period. The one year development plan has appropriate priorities, identifies leadership responsibilities and funding implications. It lacks detail in terms of the funding sources and time-scales, and has few measurable success criteria which could support monitoring and evaluation. The headteacher has demonstrated a reticence in setting challenging performance targets for pupils and has resisted any detailed analysis of performance data needed to inform such target setting. The staff are largely unaware of the Level 4+ statutory targets set for English and mathematics for 2001 and 2002. There are no reported plans as yet to involve staff in any detailed process to set the 2003 targets despite an appropriate SDP priority related to increased numbers of pupils achieving Levels 3 and 5 at the end of Key Stages 1 and 2.
56. The newly appointed and relatively inexperienced deputy head has shown great energy, enthusiasm and commitment and has identified a series of targets for her first year in post although these have not been developed into a formal action plan. Together with the headteacher she has overall leadership in curriculum development, teaching and learning and raising standards, ensuring equality of opportunity, access and inclusion for all pupils. In particular she has taken a lead in confirming and implementing a detailed monitoring policy across the school, established a programme of non-contact time for all staff to enable them to carry out their managerial responsibilities, reviewed curriculum provision and time-tabling implications, supported the staff induction programme and managed the lunch-time supervisory team. The two assistant headteachers each contribute to the very good performance management programme of staff development/appraisal across the school. One of these is also the special educational needs coordinator (SENCO) a post she fills with great skill and sensitivity leading to very good overall provision for pupils with special needs across the school and re-inforcing the school's commitment to inclusion. The management of provision for EAL pupils is performed by an enthusiastic co-ordinator ably assisted by an EAL assistant.
57. The other assistant head, the training manager, has responsibility for day to day management of the training programme and budget. He has successfully introduced short term evaluation of training but this programme has yet to be clearly linked to overall priorities within the school development plan. Procedures for reflecting on the longer term impact of staff development on practice in the classroom are yet to be fully

implemented. There is no overall staff development plan for the year; three of the INSET days are given over to planning which appears to be a professional task rather than a professional development opportunity. The two Key Stage Managers successfully fulfil a supportive and co-ordinating role within their key stages. They are not expected to monitor practice or standards. They play a key role in the mentoring of newly qualified teachers which is done to a high standard and also the very good induction programme for all new staff. There is a recognised pattern of meetings for the various management teams and full staff. Agenda and minutes are kept but they are frequently insufficient to be used as a management tool to ensure consistent practice and the implementation of decisions. The core subjects are managed effectively by members of the management team but the role of subject leader for the foundation subjects is under-developed. Job descriptions appear to be out of date and suggest an emphasis on resource management rather than a focus on teaching, learning and standards. Subject leaders have limited roles in monitoring standards and are not expected to have action plans for their subjects for the year related to priorities within the school development plan.

58. Since the time of the last inspection the governing body has become increasingly involved in the strategic decision making for the school. The chair, vice chair and chairs of committees collectively and individually are developing a good understanding of the strengths and weaknesses of the school as they relate to their areas of responsibility. A number of governors are in frequent contact either within the school, within committee meetings or within other sessions related to the working of the parish. This frequency supports effective lines of communication. Governors were well represented in a working party which met to consider some long term implications for the school and which produced a very frank analysis of strengths, weaknesses, opportunities and threats (SWOT). A number of outcomes of this SWOT analysis were incorporated in the current school development plan shared with the governors at various draft stages. Governors feel well briefed by the headteacher, particularly through his detailed written termly reports, and the minutes of meetings reflect lively discussion and debate on significant issues. Their minutes indicate they have received reports on progress against the previous post-Ofsted Action Plan. The curriculum committee receives reports from curriculum subject leaders on a rolling programme and the governors hold termly surgeries to receive feedback from parents. The finance committee helps to set the budget related to overall development plan priorities and monitors spending regularly. The governors' committee structure is effective and its associated documentation is comprehensive; the governing body works hard to fulfil its growing range of statutory responsibilities. There remain a few minor omissions from the prospectus. There is one vacancy for a staff governor despite recent advertising within the school.
59. The headteacher takes an active lead in setting and managing the budget and financial planning reflects development plan priorities and the aims of the school. The headteacher has worked hard and imaginatively to recruit staff of high calibre at a time of national difficulty with recruitment. The new appointments have strengthened the overall staff team. There is a good match of teachers and support staff to meet the needs of the curriculum, a generous programme of non-contact time for managerial tasks, a rolling programme of re-decoration and refurbishment to maintain the high standards of the building and good quality learning resources for most curriculum areas. The building is well cared for, cleaned and maintained to a high standard reflecting the commitment of the support staff and contributing to the overall ethos of the school. The range of additional Standards Funds is used effectively to support raising standards with targeted groups of pupils. There was an underspend of some £136 000, 14% of the school's annual budget, at the end of the last financial year. This

was partially enhanced by retrospective payments and some unexpected reduced staffing costs. This high figure is planned to reduce to 5% of the 2001 – 2002 budget. This means that the current planned levels of enhanced expenditure on refurbishment and staffing is unsustainable. The governing body is fully aware of this situation. The most recent audit by the LEA in 1999 reported the financial procedures are generally operating effectively. The headteacher agreed with the LEA audit recommendations and reports that almost all the points have been acted upon. The school is aware of the principles of best value. It has successfully operated competitive tendering for some time, but is yet to develop the consult, compare and challenge strands of best value. The school makes good use of information technology to support the administration. Routines and procedures of this large and complex school are clearly established, documented and shared, contributing to its smooth running.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to further improve the standards and quality of provision of this effective school the headteacher, staff, and governors should:

- (1) In response to nationally evolving expectations and the changing nature of the school community, create a long term strategic development plan involving:**
 - full consultation with all school community partners (Paragraph 50,55)
 - the agreement of long term goals for the school (Paragraph 55)
 - improved parental contribution to the process (Paragraph 50, 55)
 - accessible and user friendly documentation reflecting the commitment to partnership (Paragraph 53, 55)
 - the inclusion of detailed short term action plans with success criteria and monitoring and evaluation strategies (Paragraph 55)
 - the adoption of all four strands of Best Value (Paragraph 59)

- (2) Establish and implement whole school assessment and recording practices in order to:**
 - track the academic progress and personal development of individuals and groups of pupils (Paragraph 46, 47, 95, 119, 141)
 - better inform curriculum planning and provision to meet the needs of all pupils within the diverse school community (Paragraph 21, 25, 30, 35, 46, 47, 76, 82, 95, 106, 113, 134, 141, 155)

- (3) Introduce a rigorous target setting process making full use of improved performance data in order to clarify and raise the expectations of individual and groups of pupils** (Paragraphs 11, 47, 55)

- (4) Improve the impact of the recently introduced monitoring policy throughout the school by:**
 - involving senior managers and subject leaders in regular monitoring of all aspects of teaching and learning including curriculum planning, work sampling, classroom observations, data analysis (Paragraph 35, 54, 55, 57, 95, 106, 141)
 - strengthening the evaluation of outcomes in terms of the impact on standards and quality of provision (Paragraph 55, 57)
 - ensuring job descriptions reflect evolving roles and responsibilities (Paragraph 57, 77, 95, 106,)
 - co-ordinating the staff development programme in the light of these evaluations to reflect whole school as well as individual professional development needs (Paragraph 57)
 - evaluating the impact of professional development on classroom practice (Paragraph 57)

- (5) Improve and extend the provision for spiritual development and pupils'**

opportunities for reflection throughout the curriculum (Paragraph 40)

In addition the headteacher and governors should consider:

- i) Improving strategies for monitoring pupils' attendance (Paragraph 45)
- ii) Ensure the School Prospectus includes all statutory requirements (Paragraph 58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	28	22	3	1	0
Percentage	0	18	43	33	4	2	0

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

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)	n/a	430
Number of full-time pupils eligible for free school meals	n/a	35

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	4
Number of pupils on the school's special educational needs register	n/a	89

English as an additional language

	No of pupils
Number of pupils with English as an additional language	48

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	7.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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
	2001	31	28	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	31	30	31
	Girls	27	28	28
	Total	58	58	59
Percentage of pupils at NC level 2 or above	School	98 (92)	98 (93)	100 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	31	31
	Girls	28	28	28
	Total	59	59	59
Percentage of pupils at NC level 2 or above	School	100 (92)	100 (93)	100 (97)
	National	85 (84)	89 (88)	89 (88)

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
	2001	31	32	63

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	28	29
	Girls	32	31	32
	Total	59	59	61
Percentage of pupils at NC level 4 or above	School	94 (78)	94 (81)	97 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	26	27
	Girls	26	30	30
	Total	47	56	57
Percentage of pupils at NC level 4 or above	School	75 (74)	89 (83)	90 (87)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	32
Black – African heritage	69
Black – other	25
Indian	5
Pakistani	1
Bangladeshi	0
Chinese	0
White	178
Any other minority ethnic group	59

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	25.3
Average class size	30.7

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	164

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7.0
Number of teachers appointed to the school during the last two years	8.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000-01
	£
Total income	820511
Total expenditure	684203
Expenditure per pupil	1629.05
Balance brought forward from previous year	105758
Balance carried forward to next year	136308

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	420
Number of questionnaires returned	102

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	71	29	0	0	0
Behaviour in the school is good.	65	32	2	0	1
My child gets the right amount of work to do at home.	57	30	6	4	3
The teaching is good.	64	35	0	0	1
I am kept well informed about how my child is getting on.	52	35	9	1	3
I would feel comfortable about approaching the school with questions or a problem.	68	27	3	1	1
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	50	44	3	1	2
The school is well led and managed.	70	26	1	0	3
The school is helping my child become mature and responsible.	71	26	2	0	1
The school provides an interesting range of activities outside lessons.	33	48	7	4	9

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

61. There is one intake into the two reception classes in the September of the year in which children become five. Children attend on a part time basis until Christmas. At the time of the inspection, there were 60 children on roll, 29 in the morning and 31 in the afternoon. The youngest children come in to school for the morning session. Five children have English as an additional language and are at early stages of English language acquisition. There are no children identified as having special educational needs.
62. The attainment of children on entry to the reception classes is average overall. This is confirmed by the baseline assessments which are undertaken during the first few weeks of school.

Personal, social and emotional development

63. Children are making satisfactory progress in this area and most are on course to reach the nationally expected standards at the end of the reception year. This reflects the findings in the previous inspection. Children have settled well into school life. They know how to behave in school, for example lining up sensibly to go into the hall for assemblies. Children willingly work and play together, taking turns with toys and resources and sharing fairly. They work well in a group and individually, setting about tasks with enthusiasm. When materials and equipment are given out, or when tidying up at the end of a session is required, children are eager to help. They concentrate well in all activities, such as when listening to a story, exploring in the sand or making clothes for a paper doll. Behaviour in class is consistently good, as are children's attitudes to school. They show respect for the school environment and get on well with each other and the adults who help them.
64. The quality of teaching and learning is satisfactory. A calm and happy environment is created with consistent routines. This provides children with security and helps to build up their confidence. The adults, as well as setting good examples themselves, have high expectations of the children and manage behaviour well. This is instrumental in helping children to develop good attitudes and in developing good relationships. The teachers and the nursery assistants complement each other well in ensuring much personal attention for the children. Suitable opportunities are provided for children to work and play together and to develop independence through self-chosen tasks. However, there are occasions when adults over direct children and do too much for them, which limits opportunities for using their own initiative.

Communication, language and literacy

65. Children are making good progress in this area and most are likely to achieve the expected standards by the end of the reception year and a good number should exceed them. This is an improvement on the previous inspection. Children listen with interest and concentration to stories, poems and instructions. Speaking skills are suitably developed, and most children readily answer questions. Children show a keen interest in books, which they handle with care. They know which is the front of the book, and clearly understand that print carries meaning. Children select storybooks and use the illustrations to explain what is happening. Many children have begun to read familiar words and repetitive sentences, such as, "Look in here" and "I can see a." The highest attaining children can read a simple text accurately. Through practising their writing,

children are beginning to form letters correctly. Stories, such as “Farmer Duck” are used effectively to help children to recognise and name the initial sounds in words, such as those beginning with “d”. Most children write their names unaided. Children successfully practise their ‘make believe’ writing skills, such as when they write out notes in ‘The Dress Shop’ and “Office” role-play areas. By the end of the reception year, most children can write words, phrases or simple sentences unaided using their phonic knowledge to make plausible spellings. The most able children can write longer pieces of writing, showing an awareness of full stops.

66. The quality of teaching and learning is good overall, although there is some variation between classes. Teachers select an interesting range of books to read to the children. This captivates children’s interest and enhances their speaking and listening skills when questions are posed to check their understanding. It also helps them to learn the direction of print when teachers effectively point to the words as they are read. Children are provided with suitable reading books. Writing and handwriting are developed well. Teachers show children how to form letters accurately and they model writing to help children write words and simple sentences. They provide materials and frequent opportunities for children to develop early writing skills in role-play areas. Children with English as an additional language are supported well and make good progress in their acquisition of language.

Mathematical development

67. Children are making good progress in this area and most are on course to reach the standards expected nationally at the end of the reception year and many are likely to exceed them. This is an improvement on the findings of the last inspection. Children successfully recite numbers to 10, with some counting further, for example, when threading beads. Children also count out a small number of objects, matching finger to object with confidence. They enjoy playing with the farm set counting animals into and out of pens. They count the number of carriages as they play with a train set and can lay the table for four puppets, matching the correct number of plates and cutlery. The most able children are able to recognise small numbers without counting, for example, when playing a dominoes game. Children are developing appropriate control in forming their numbers correctly and present their work neatly. By the end of the reception year, most children can confidently count to 20 and back. They can add two single digit numbers and can take away one from a given number. Most children can name a variety of two-dimensional shapes.
68. Children are well taught so that learning is good. Teachers provide enjoyable activities and games, which engage children’s attention and make learning fun. Resources, such as the farm set, are used effectively to help children to consolidate counting and matching one to one. Plastic bears in brightly coloured boxes stimulate children’s curiosity and are used effectively to match the correct numeral to the number of bears hiding inside. Good questioning challenges children at appropriate levels and the nursery assistants contribute well to children’s learning, engaging with children to reinforce teaching points. However, insufficient use is made of sand and water play in providing a more varied range of resources to develop children’s mathematical language and their understanding of shape, size and measures.

Knowledge and understanding of the world

69. Children are making satisfactory progress and are likely to achieve the goals expected in this area by the end of the reception year. This is similar to findings in the last inspection. Children can name the main parts of the human body and use their senses to explore the world around them noticing the differences in materials such as shiny, hard and soft. They are beginning to see that some are better than others for a purpose, for example, the best materials for keeping dry. Children know that switches on machines make things happen and can operate a cassette player to listen to a story. When using computers, they confidently use the mouse to click and drag objects across the screen with the expected levels of control and know how to print pictures they see on the screen.
70. Teaching and learning are satisfactory. Children are provided with an appropriate range of experiences to increase their knowledge and understanding of the world. Use is made of visitors, such as parish priests, to role-play baptism, and of the police, fire-service and St John's ambulance to develop children's knowledge of people who help us. Teachers and nursery assistants interact well with pupils individually and in small groups, asking suitably challenging questions to make them think. However, in planning the same lessons for morning and afternoon sessions, not enough account is taken of the stages of development of all the children especially the youngest. This means that on some occasions, the ideas being presented are too difficult for them to grasp.

Physical development

71. Children are making satisfactory progress in this area and are likely to achieve the nationally expected standards at the end of the reception year. This reflects the findings at the time of the last inspection. Most children hold pencils and crayons correctly, and they show increasing skill in drawing and colouring pictures. Their dexterity in handling large and small items in the classroom is developing well, such as when they use construction kits and jigsaws, and thread small objects onto a string. Children's manipulative skills are satisfactory. Malleable materials, such as play dough are used satisfactorily. This is seen, for instance, when children make items such as small animals and letters. Children show satisfactory control in using small tools such as paintbrushes and glue sticks. They use the construction toys with confidence, producing a range of houses and vehicles.
72. Due to the way that the time-table is organised, it was not possible to observe children engaging in physical activities either outdoors or in the school hall. Consequently, a secure judgement about the quality of teaching and learning in this aspect of physical development cannot be made. Wider inspection evidence indicates that teachers provide a period outside and a period in the school hall each week and that they plan a range of suitable experiences. The weakness of teaching and learning in this aspect is that, although the school has adequate resources, children do not have daily opportunities for outdoor play with large wheeled and push and pull toys or for climbing and balancing. Not only does this restrict opportunities for their physical development, but also it means that such experiences cannot be used, for example, to extend children's knowledge and understanding of the world. The teaching of smaller movements and manipulative skills is satisfactory overall and enables children to make sound progress. However, their independence in the use of scissors is restricted on occasion by adults who cut out materials for them.

Creative development

73. Children are making good progress in this area and are likely to exceed the nationally expected standards at the end of the reception year. This is an improvement from the last inspection. Children join in with familiar songs and perform an appropriate range of actions. They listen attentively to taped music. Children use a range of paints, printing and collage materials and crayons, producing good pictures both from direct observation as well as from their imagination. They have successfully produced portraits of their faces, paintings of the school staff, apple and leaf prints and pictures of Elmer the Elephant. Children play happily in shops, offices and homes, taking on and sustaining a variety of imaginary roles well.
74. Teaching is good. Teachers ensure that all the children have opportunities to take part in a good range of creative activities. Throughout these activities, adults provide good help whenever it is needed, with the nursery nurses taking a particularly strong role. Teachers set up activities where children can observe natural objects and to draw and paint what they see. They provide opportunities for a variety of painting, modelling, collage and printing activities, which are often linked to topics, as well as opportunities for imaginative role-play in designated areas and with “small world” toys. Through the support of adults during these activities, including their comments and question, children are helped to develop skills well. Adult-led activities promote good learning of colours and develop children’s visual perception well.
75. Across the Foundation Stage as a whole the quality of teaching is good overall and has improved since the last inspection. Good and satisfactory lessons were seen in both classes. None of the teaching seen was unsatisfactory. Teaching methods are effective and good use is made of the rather small classroom space available. Planning has improved since the previous inspection and takes account of the recommended areas of learning and Early Learning Goals for children in the Foundation Stage. However, the content of some lessons is planned from the previous schemes of work based on National Curriculum subjects, and is not always relevant for these young children.
76. Procedures for checking children’s attainment and progress are satisfactory. Teachers make satisfactory judgements about children’s progress, often making notes of what they have observed. They complete a summary record of attainment and progress twice yearly. However, summaries record attainment as national curriculum subjects and have not been revised to take account of the Early Learning Goals in the way that end of year reports have been revised. Information from assessment is not used sufficiently to guide teachers in planning the content of some lessons, so that it is more relevant to the stage of development of some of the youngest children.
77. There is no member of staff specifically designated as Early Years or Foundation Stage co-ordinator, although the responsibility for the day-to-day administration and admission arrangements has traditionally fallen to the Key Stage 1 co-ordinator. There has been little monitoring or evaluation of the provision. Effective use is made of the two classrooms and the shared central area. However, the overall size of the accommodation, whilst large enough for those pupils admitted at the time of the inspection, is small for classes approaching 30 in the second part of the school year, limiting the range of activities for these young children.

ENGLISH

78. Standards in reading and writing for pupils aged seven are above average when compared with standards expected nationally. They are also well above average when compared with schools having similar intakes. Pupils aged 11 achieved well above average results in English. Their results were also above average when compared with similar schools. Pupils' results in national tests for the Year 2001 show good improvement. By the age of seven, the proportion of pupils attaining the higher level 3 in reading and writing is above average. By the age of 11 the proportion of pupils attaining the higher level 5 in English is well above average and very high when compared with schools having similar intake. The improvement in the school's results for 11 year olds is well above the national trend. There is no significant difference in the attainment of boys and girls.
79. When they start school, pupils' attainment is average for their age. The school has an above average proportion of pupils for whom English is an additional language but relatively few of these are at the early stages of learning English and their attainment by the end of Key Stage 2 matches that of their peers. When they start in Year 1, pupils are developing good reading skills and they are beginning to write fluently. Pupils are keen to answer questions and contribute to discussions. They listen well to their teachers and to each other. They are happy to talk to visitors about their work. As they progress through the school, pupils develop their speaking skills in a variety of situations. Teachers promote speaking skills well. They expect pupils to answer questions by speaking in complete sentences and give good examples of what they expect pupils to do. By the time they are 11, pupils have well developed speaking skills. They are confident in expressing their ideas and enjoy contributing to discussions. Pupils in Year 6 enjoy discussing the features of different newspapers. They confidently discuss the differences in the reporting style of tabloid and broad-sheet newspapers. For example, one pupil said that broad-sheets have more political content and that this meant the headlines were smaller so that they could include more text.
80. By the time they are seven pupils' attainment in reading is above average. Most pupils are becoming fluent and confident readers. They talk about the difference between fiction and non fiction books. They enjoy talking about the books they have read. Pupils have a good grasp of letter sounds and this helps them to tackle unfamiliar words. In Year 1 pupils joined enthusiastically in the repeated phrases of the story they were reading with their teacher. They are already beginning to read aloud with expression, using punctuation as a guide. Pupils read with improved fluency as they progress through the school. Eleven year olds enjoy a good range of books and talk knowledgeably about a range of different styles and authors. They are confident in using the library and finding the information they need from a variety of sources, including the Internet. The reading skills of the average and above average pupils are sufficiently well developed to enable them to cope with most texts. The reading skills of pupils with special educational needs are less well developed and they sometimes have difficulties with work in other subjects when the learning is dependent on reading.
81. Writing is good for pupils aged seven and 11. Pupils make good progress in their writing skills. The more able seven year olds are able to write a set of instructions for an alien, telling him how to unwrap a parcel containing a toy needing batteries and then make the toy work. They show a good grasp of planning and sequencing events. By the age of 11 pupils have a good understanding of grammar and punctuation. They can write sustained stories with good attention to character and plot. Eleven year old pupils write lively and imaginative newspaper headlines based on extracts of real

articles. Pupils show good understanding of how tabloid newspapers employ puns and alliteration to grab readers' attention. One pupil after reading an extract about the television programme "Blue Planet" being filmed in an aquarium, devised the headline "No more fishes in dishes". When discussing their work at the end of the lesson pupils were able to identify the strategies that their classmates had used and to say whether they thought these were effective.

82. Standards of handwriting are inconsistent through the school. Younger pupils regularly practise forming their letters correctly and are developing a fluent legible style. The handwriting of older pupils is less well formed and there are variations in standards. All pupils take care over the presentation of their work. Most pupils are developing a good understanding of spelling strategies, although some persistent errors in the work of older pupils are not corrected. This level of understanding reflects the work that the school has done on spelling and handwriting in the recent past and the effects of this are becoming apparent as pupils progress through the school. The school has a very clear policy for marking pupils' work. There were examples of some very effective marking which gave pupils clear guidance as to how they could improve their work. Pupils respond well to this. However, the use of the marking policy is inconsistent and assessment is not used sufficiently to inform future planning.
83. Teaching is good across the school though there are variations in teachers' skills. Almost half the teaching observed was good or better but there was one unsatisfactory lesson. Teachers across the school have a good understanding of how to teach reading and writing. In a lower attaining Year 6 group, the teacher engaged pupils' attention well through role play, acting the part of someone who had been injured in a local incident. Pupils took the role of news reporters and discovered that reporters need to consider the facts from different viewpoints. The effectiveness of teaching is apparent in the quality of work produced by the pupils. They engage in lively discussions and are developing a fresh, lively style in their writing. Teachers make sure that pupils know what they are expected to learn during the lesson and how this relates to their earlier work. They help pupils to make connections across subjects, for example in writing accounts of historical events.
84. Teachers use a good range of vocabulary to promote pupils' interest in language. They take care to ensure that the correct terms for language are used and they expect pupils to choose descriptive words accurately. As a result of teachers' high expectations, pupils are able to express their ideas accurately. Pupils in Year 6 enjoyed using puns and alliteration to produce tabloid style headlines for extracts of broadsheet style reporting. They were also able to use and identify assonance in their headlines, recognising that the sounds rhyme, for example "fishes in dishes". Teachers use interesting and varied approaches to writing. They understand the importance of providing pupils with opportunities to think through and explore their ideas before they begin to write.
85. Teachers routinely share the learning intentions of the lessons with pupils. This helps pupils to understand the focus of the lesson and helps them concentrate on their tasks. In the successful lessons, teachers provide different tasks for pupils with different learning needs. In a Year 2 class, a pupil with physical learning difficulties is provided with a lap top computer which enables him to express his ideas clearly and demonstrate his knowledge and understanding. At the end of lessons teachers regularly refer back to the learning intentions and discuss with pupils what they have learned. Homework is used effectively across the school to enhance learning in English and pupils are clear about expectations and timescales for completing homework. In the majority of lessons teachers give very clear explanations of the work

to be covered. They have good subject knowledge and use time and resources well. They make good use of questions to assess pupils' understanding. Pupils with special educational needs have individual education plans. They are very well supported by skilled learning support assistants. The majority of pupils on the special educational needs register are at the early stages of concern. They are well supported and make good progress. Pupils with specific physical or developmental needs are very well supported and make good progress towards the targets set for them. There is little evidence of planned opportunities within English to support the pupils' spiritual development and this aspect of the curriculum is unsatisfactory.

86. Management of English is good. The co-ordinator is new to the role but has a good knowledge of the subject. Monitoring and evaluation of teaching is undertaken by the headteacher and the deputy headteacher. The co-ordinator monitors colleagues' planning and assesses breadth and balance of the English curriculum. He also monitors teachers' marking in English and has provided feedback to teachers in staff meetings.

MATHEMATICS

87. The standards attained by pupils in the national tests in 2001, based on the percentage of pupils reaching the expected levels, were well above the national average in Key Stage 1 and Key Stage 2. The standards in comparison with schools in similar contexts were very high at Key Stage 1 and well above average at Key Stage 2. One hundred percent of the pupils at the end of Key Stage 1 attained the expected national standard. At the end of Key Stage 1 the percentage of pupils achieving above the expected levels was above average in comparison with all schools and well above average in comparison with schools in similar contexts. At the end of Key Stage 2 the percentage of pupils achieving above the expected levels was well above average. In each key stage the boys did marginally but not significantly better than the girls in relation to national attainment. The school reported no known significant difference in the attainment of particular ethnic groups. At Key Stage 1 the upward trend over five years has been in line with the national trend and the overall standard has been above the national average. At Key Stage 2 the five year overall upward trend has been broadly in line with the national trend with significant increases in 2000 and 2001 after a flat period in 1998 and 1999. These standards reflect a significant improvement on those reported at the time of the last inspection in 1997 when they were found to be broadly sound across the school.
88. Inspection findings show standards in the first term of this school year to be at least in line for almost all pupils in Key Stage 1 and the large majority in Key Stage 2. Some pupils in Years 2 and 6 are already operating at a level expected by the end of the year indicating that standards remain above average. An analysis of pupils' work and talking to pupils in lessons suggests that whilst almost all are securely in line with expectations, few are well above what might be expected. Pupils at the beginning of Key Stage 1 are working towards Level 1 indicating they have made sound progress during the Foundation Stage.
89. Within Year 2, approaching the end of Key Stage 1, many pupils can compute to 20 accurately; recognise patterns in number such as odd and even on a hundred square; learn and use specific language such as subtract and minus; recognise and use money to £1; understand the concept and notation of fractions and begin to collaborate in mathematical investigations in such things as probability when throwing dice. The least able Year 1 pupils make good gains in recognising coins and understanding exchange in shopping whilst working in the class shop with a learning support

assistant.

90. Throughout Key Stage 2 the large majority of pupils are consistently working at or slightly above the standard expected of them. In Years 5 and 6 pupils are set into ability groups for most of their mathematics lessons. The Year 6 top set are working above and some well above national averages. This high achieving group is ethnically diverse and includes a pupil with significant emotional and behavioural difficulties. A few of these pupils are working towards Level 6, normally expected of able fourteen year olds at the end of Key Stage 3. Despite these high standards and expectations a number of these pupils display only average abilities in identifying appropriate number operations, predicting patterns and choosing efficient strategies to investigate relationships between shape and perimeter. The middle set in Year 6 are working in line with national expectations as are a number of the pupils in the lower set who can measure accurately in centimetres and millimetres and are reasonably secure in place value. Pupils in the lower years of the key stage are achieving in line with expectations but in some lessons relatively weak rapid recall of number facts, tables and bonds slows their ability and reduces the accuracy of their work in other mathematics work such as fractions and shape. For example, a good many Year 4 pupils, whilst understanding the principle of a fraction, are unable to find a quarter of 24 or a third of 30 despite knowing the need to divide 24 by 4 or to divide 30 by 3. Others were insecure in adding the lengths of pairs of opposite sides in calculating perimeters. These limited calculation skills are slowing their overall rate of progress. Across the key stage pupils are developing the ability to consider efficient methods for calculating or recording their mathematics but frequently their own use of correct mathematical language and their ability to talk about the mathematics is under-developed. In some lessons in each Key Stage planned extension activities for more able pupils were not implemented either because there was insufficient time having done the initial activity or the expectations were not made clear to the pupils. This depressed the overall potential standards for these pupils. There are some good examples of pupils' standards in information communication technology (ICT) supporting their mathematics, for example the work on data handling and interrogation and on spreadsheets displayed in the corridor and the use of ICT in some of the termly investigation projects. In some lessons the access and use of ICT seemed ad hoc and unsystematic, for example in a Year 6 top set.
91. Pupils' attitudes to mathematics are consistently at least satisfactory and are frequently good or very good across the school. They use apparatus very sensibly, co-operate and collaborate well when given the opportunity. Good examples are Year 1 pupils in pairs using a dice on a hundred square, another Year 1 class where pupils with learning difficulties were totally absorbed shopping in the class shop; a Year 6 lower ability set covering a grid with the products of two single digit numbers. Pupils are keen to demonstrate and participate in the oral and mental starters to lessons, and are confident to demonstrate their ideas to the class using the white board. The more able pupils in particular demonstrate their competitive spirit when challenged within a tight time schedule; for example the Year 6 top set identifying a range of rectangles with similar perimeters. Most pupils listen and attend well to the teachers and to peers during plenary sessions at the end of lessons. In a small minority of lessons or parts of lessons pupils become confused when the teacher's explanation is unclear leading to delays. In several lessons pupils were given insufficient opportunities to demonstrate responsibility for their learning, to select materials, decide on partners or plan the method to be used. An exception to this was a very good Year 2 lesson where pupils were actively encouraged to consider different forms of subtraction, select their preferred method and explain the reasons for their preference. Pupils take pride in their work and the majority is well presented in their books.

92. The quality of teaching and learning in mathematics across the school is good. At Key Stage 1 it is consistently at least good and on occasions very good. At Key Stage 2, whilst it is good overall, with the majority being good or very good, a small minority is unsatisfactory. This is a significant improvement from the time of the last inspection when the teaching was judged to be generally satisfactory.
93. There are many good features of the teaching and learning. They include clear expositions by the teachers who frequently use technical mathematical language in context, providing a good role model for the pupils and demonstrating their own secure subject knowledge. Teachers frequently use high quality apparatus to support their teaching and motivate the pupils in their learning. Examples of these include the money number fans, over head projector overlays, counting and number apparatus, money and very competitively priced goods in a realistic shop in Key Stage 1, well prepared charts, number lines, shapes, measuring apparatus and ICT software packages to support work on pattern and shape. All teachers make clear to the pupils what it is they are going to be learning and these learning objectives are frequently shared in a variety of ways to support pupils with different preferred learning styles. Lessons frequently begin with well paced oral and mental sessions in which pupils practise or refine previously known skills; examples being naming coins, pairs of number bonds, identifying odd and even numbers and identifying operations to solve problems. Several teachers make effective use of the displays of mathematics in their classrooms and encourage pupils to use these in completing their work; good examples of these included displays on money, fractions and the perimeters of shapes. Less frequent examples of good and very good teaching include using assessment from previous lessons to inform and change planning, as in a Year 1 class where pupils had been drawing 3p coins; a Year 5 lesson where following the assessment of homework a revised planned plenary was used to re-inforce the original learning objectives when pupils had not made the progress anticipated. In a very good Year 2 lesson the pupils' learning was enhanced by challenging them to consider the range of subtraction strategies available, selecting the most efficient for the particular calculation and explaining their reasons to the rest of the class. Individual lesson plans during the course of the inspection were good; they were detailed, showing clear objectives, differentiated activities, reflecting the three parts of the lesson from the National Numeracy Strategy, a range of teaching and learning styles and some key questions to support assessment.
94. There are no outright weaknesses in the teaching and learning of mathematics but there are a number of aspects in need of improvement in some classes and some overall aspects which could be strengthened. The overall aspects include the frequent absence of planned learning objectives for the oral and mental sessions within individual lesson plans and over the course of a week or longer to ensure that pupils have regular practice of what is needed. The routine weekly planning alone is insufficient to demonstrate coverage and balance of the whole mathematics curriculum; in some year groups it suggests insufficient progress over the course of a week or half term and it makes very little use of the key learning objectives from within the National Numeracy Strategy Mathematics Framework, relying on published texts. The medium term planning insufficiently addresses differentiation even in those years where the pupils are divided into sets for part of the week. In several lessons the pace and clarity suffer at the point when the pupils transfer to using published material during the independent activity sessions, particularly where the teacher's knowledge of the material is not fully secure and the material doesn't directly relate to the teacher's exposition and shared learning objectives. A further aspect not always secure is the rate of challenge for more able pupils. In several lessons the planned activity for this

group of pupils does not materialise as the pupils work their way through the lower level material or have insufficient time to advance to the work with greater challenge. In few lessons do teachers deliberately target specific pupils with their questioning, using ever more probing questions to challenge further. Many rely on volunteer pupils enabling some pupils to opt out of learning for periods of time. In a minority of lessons teachers control behaviour in such a way as to inhibit pupils' opportunities to talk about their mathematics or make independent decisions. In one lesson the teacher's voice was raised unnecessarily and in another the teacher talked at the pupils for much of the time. Most teachers indicate high expectations of the pupils but few have set short term mathematical targets for pupils to achieve. Almost all pupils' recorded work is marked conscientiously, frequently with celebratory comments. Often this usefully re-iterates the learning objective accomplished, helping the teacher to quickly scan levels of attainment in future, but seldom does the marking indicate to the pupils how they might improve.

95. The recently nominated mathematics coordinator is providing good leadership in the subject. She has specialist knowledge and a commitment to the role. Her current out of date job description is limited and does not reflect the extensive and pertinent set of mathematics targets she has drawn up for this year based on a thorough audit of current practice, teacher subject needs and teaching resource needs. As yet these targets are not supported by a full scale action plan for the subject indicating time-scales, resource implications, success criteria, monitoring and evaluation strategies. She has spent some £5000 wisely on high quality apparatus to reflect the principles of the National Numeracy Strategy and this material is being used well around the school. There is a reluctance to abandon some very old outdated published texts. The coordinator is aware of the urgent need to re-write the mathematics policy, originally written in 1988, in the light of Curriculum 2000 and the National Numeracy Strategy. All teachers have had the opportunity to observe LEA Leading Mathematics Teachers demonstrate the National Numeracy Strategy and there is a rolling programme of re-visiting the training materials issued to all schools. The coordinator also recognises the need to review and develop assessment and recording in mathematics, the use of review and assess lessons from the Mathematics Framework and the provision of high quality performance data which could be used for individual and year group target setting across the school. Data was used to set the pupils in Years 5 and 6. A recently introduced school monitoring policy is being implemented but there is no systematic programme for monitoring the quality of teaching and learning in mathematics across the school.

96. The subject has a high profile around the school. An appropriate time allocation is given in all year groups with the time of day suitably varied over the week in some years. All aspects of the mathematics national curriculum are addressed and the principles of the National Numeracy Strategy are being embedded to support these. Investigative mathematics, previously identified as a weakness, has been addressed and half-termly Maths Investigation Weeks provide an effective means of looking at progression through the school. Some of the investigations are a little closed and not truly investigative. There is little evidence to the subject contributing to the spiritual and moral development of pupils. Setting arrangements enable teaching in three years in relatively small groups. The school intends reviewing these arrangements at the end of the year to ensure the level of challenge, pace and expectation in the lower sets is not impoverished to the detriment of the pupils. Learning support assistants are frequently deployed effectively to work with small groups of pupils, particularly those with learning difficulties. Mathematics features regularly in homework and in the Individual Education Plans for pupils with special educational needs and the annual reports to parents gives an accurate account of pupils' progress. Some reports usefully include next steps or targets to be worked upon. Classroom mathematical displays include ranges of number lines, hundred squares, mathematical vocabulary, charts, tables, shapes and data, frequently related to the learning objectives of the week. There is an excellent shop in Year 1. There are no digital clocks alongside analogue clocks. There are displays of high quality investigations and ICT work in corridors and a limited selection of mathematical books in the school library. The overall accommodation for teaching mathematics is good.

SCIENCE

97. The teachers' assessments at the end of Key Stage 1 in 2001 showed that the number of pupils achieving Level 2 or above was very high when compared with the national average. The number of pupils achieving Level 3 or above was close to the national average. When compared with schools in similar contexts the number of pupils achieving Level 2 or above was very high. However, the number of pupils achieving Level 3 or above was below the average when compared with schools in similar contexts.
98. By the end of Key Stage 2, the national test results in 2001 show that the number of pupils achieving Level 4 or above was above the national average when compared to all schools. This also applies to the number of pupils achieving Level 5 or above. When compared with schools in similar contexts the number of pupils achieving Level 4 or above was well above the average. This also applies to the number of pupils achieving Level 5 or above.
99. The evidence collected during the inspection show that the overall standards at the end of both key stages is above the national expectations. This is a significant improvement on the previous inspection findings when the attainment by the end of Key Stage 1 was found to be below national expectations and by the end of Key Stage 2 was found to be in line with the national expectations.
100. By the end of Key Stage 1 pupils can identify similarities and differences between different materials and can sort them out into groups by colour or feel, or hard, soft, rough or smooth. For example, in Year 2 the teachers had brought in a selection of their wardrobe and asked the pupils to help sort them out so that they could put them away in the right place. Pupils understand simple forces and the movement which occurs when forces are applied. They know the basic facts about living things. They

are able to talk about growing plants. They can identify some of the things which living things can do, such as move, eat, reproduce, grow and use their senses. They are able to identify what foods are healthy and those which are unhealthy. Pupils are able to talk about the differences between light and dark. They know some of the basic facts about magnetism and electricity. The pupils are gaining experiences in investigating science through simple practical work. They are beginning to understand the importance of planning an investigation and then recording their results. The greater emphasis on carrying out simple experiments is an improvement since the last inspection when this element of the curriculum was underdeveloped.

101. By the end of Key Stage 2, pupils have a greater awareness of the importance of investigative work to reinforce their learning of a topic. For example, a Year 4 class planned an investigation into keeping things cold. The Year 5 classes planned an investigation to discover if air has weight. In each case the pupils understand the importance of a fair test when carrying out investigations. Pupils can identify reversible and irreversible changes and understand the basis of chemical reactions. They can set up simple electric circuits and test them in a variety of contexts. They investigate what causes changes to the brightness of a bulb in a circuit; for example, a Year 6 class looked at changing the lengths of the connecting wires. They know the properties of solids, liquids and gases and can talk about the arrangement of the particles within each. They can identify the main organs of the human body and talk about their functions. Pupils learn about the nature of forces, including magnetism. For example, pupils investigate the strength of magnetic forces in different types of magnet by seeing how easily they attract paper clips. Pupils have an increased confidence in carrying out scientific investigations. They understand how light and sound travel and know that light can be reflected and refracted. Pupils have learnt about the earth and the different types of rocks. They have studied the solar system and can identify how the earth fits into a bigger picture.
102. The teaching at Key Stage 1 and 2 overall is good with some very good teaching. This is an improvement since the last inspection when there were some unsatisfactory lessons seen. A number of factors contribute to the good or very good lessons. One is the good knowledge and understanding of the subject which challenges pupils to think about the work being done. A second factor is the good use of questions and answers to recap on work done, either in the previous lesson or in the same lesson. A third factor is the good use of scientific vocabulary. This is seen as a vital part of the teaching and the teachers have a science word chart on the classroom walls which acts as a focus during the lessons. Other factors of good teaching include clear planning of individual lessons with achievable learning objectives for that lesson, the use of a variety of teaching methods, good relationships in the classroom and a good pace to the lessons.
103. A weaker aspect of teaching is that some weekly plans do not identify differentiated work clearly enough nor how assessment will inform future planning.
104. Pupils' learning at both key stages is good overall. In all the lessons seen the learning was at least satisfactory. In all but two lessons the learning was either good or very good. Where the learning is good or better, the pupils show an increasingly good command of scientific vocabulary, for example, when talking about the north and south poles on a magnet; or when talking about the particles which make up solids, liquids and gases. Some pupils understand the arrangement of the particles, for example, some are fixed and others are moving around at random. In another lesson the pupils discussed the setting up of electric circuits and could talk about complete and incomplete circuits. The recording of work shows some inconsistencies. In some

classes there is too much reliance on prepared worksheets. Pupils need to learn to write creatively in recording their work, rather than filling in a box, particularly the results of investigations. Towards the end of Key Stage 2 there are more opportunities to increase their literacy and numeracy skills but this needs to be extended at Key Stage 1 and the early years of Key Stage 2. Teachers spend insufficient time encouraging pupils to become independent learners and to improve on some of their research skills. Pupils have an increasing number of opportunities to use and improve their information and communication technology skills in their science work. For example, work was produced on electric circuits, magnetism and materials, all showing pupils using their information and technology skills. All pupils are given equal access and opportunity to the science curriculum. Pupils with special educational needs and pupils for whom English is a second language make good progress.

105. Pupils' attitudes to science are good overall, with some lessons seen where the attitudes were satisfactory and in some lessons they were very good. Pupils are encouraged to develop good listening skills however, they are given limited freedom to express themselves without being over-controlled. Pupils are enthusiastic, well motivated and work well together. They share ideas when carrying out an investigation and respect each other's ideas during class discussions about the work. Pupils' behaviour across both key stages is good overall. As a result pupils are making good progress, including pupils with special educational needs and those with English as a second language. Both groups are well integrated into the lessons and are given equal opportunities to make progress. There was no evidence of planned opportunities to support pupils' spiritual development.
106. The leadership and management of the subject are satisfactory. The co-ordinator has only been in post about six months but has already identified key areas which need attention. She has begun to give a very clear educational direction for the subject and needs to be encouraged and allowed to develop this further so that science has an increasingly high profile and makes a significant contribution to the total learning experience of the pupils. One major area, which has not been addressed from the last inspection, is that of assessment. There are procedures in place but these are not being used consistently enough to impact on further planning. Marking is inconsistent across the key stages. Many written comments do not inform pupils about what they need to do next in order to improve. The role of the co-ordinator should include more management issues, rather than just administrative tasks. She should be involved in monitoring the delivery of the science curriculum by other teachers so that she can ensure consistency across both key stages. This will help towards the revision of the science policy which has been targeted as of prime importance.
107. The accommodation is adequate for delivering the curriculum. The resources are good and are well documented so that all staff have easy access to them. The subject meets the statutory requirements of the national curriculum as well as the health and safety requirements. Taking all the evidence into consideration the improvement in science since the last inspection has been good.

ART AND DESIGN

108. The standard of pupils' work in art and design in Years 2 and 6 is as expected nationally. Standards are similar to those found at the last inspection by the end of Year 2 and Year 6. Pupils, including those with special educational needs and English as an additional language, are making satisfactory progress as they move up through the school.

109. By the end of Year 2 pupils show the expected awareness of colour for their age in painted strips of oranges and reds that gradually change from one to the other in paintings of skylines at sunset. Pupils in Year 1 paint pictures to illustrate "The Train Journey", which are well composed making effective use of all the paper. Prints of hands are used effectively to make a group frieze of a vase of sunflowers. Pupils' paintings of portraits in the style of various artists show satisfactory control of paintbrushes and use of paint to observe what they see. In activities such as making 3D masks and shields with a variety of recycled materials and fabric, satisfactory work is achieved as pupils explore texture and colour. Pupils competently use a computer program to 'paint' a picture of an animal.
110. By the end of Year 6, pupils have increased their skills in observational drawing. This is seen in the detail of designs on drawings of Ancient Greek vases and in designs based on those of William Morris. Pupils have worked with appropriate skill in using a satisfactory range of materials and techniques. Pupils in Year 3 have used pastels satisfactorily to make sketches of the same scene from different viewpoints. Pupils in Year 4 have successfully developed skills in mixing colours to create tones of blue, pink and yellow, going from the darkest to the lightest; while pupils in Year 5 have used clay to make "African" sculptures.
111. Pupils use computer programs successfully to draw and paint images through Year 1 to 6 and this aspect of art and design is good.
112. No lessons were observed in art and design. However, discussions with staff and a scrutiny of pupils' finished work and teachers' planning indicate that pupils are provided with suitable opportunities to carry out relevant activities and develop the skills expected for their age.
113. The co-ordinator has had responsibility for art and design since the start of the present term only. She is suitably qualified to lead the subject and is keen to do so. There was no policy for this subject at the time of the last inspection and this is still the case. However, the new co-ordinator has recognised the need to rectify this and has identified it in her action plan to be completed by next July. There are no assessment procedures to help teachers identify pupils' current attainment and their skill levels. This prevents teachers from more closely matching work to pupils' needs and challenging them to higher achievement. The contribution of art and design to pupils' cultural development is better now than when the school was last inspected. However, there is little evidence of the subject's contribution to spiritual development, which was also the case at the last inspection. Work such as that on perspective and symmetry make a limited contribution to pupils' skills in numeracy.

DESIGN AND TECHNOLOGY

114. During the inspection only one lesson was observed in design and technology because the subject is taught in concentrated blocks of time, most of which did not coincide with the time of the inspection. Judgements on attainment, teaching and pupils' learning are therefore also based on planning, scrutiny of pupils' work, displays around the school and discussions with the co-ordinator, teachers and pupils.
115. The standard of work seen is in line with standards seen nationally. Pupils receive experience of work in a range of media including textiles, clay, paper and wood. Progress is satisfactory throughout the school, there is better understanding of the design process, pupils plan through discussion, draw diagrams, make accurate measurements and discuss their ideas before making their product. They evaluate the finished item. The scheme of work in place is based on the QCA recommendations. Pupils are expected to produce work of a high standard.
116. In Key Stage 1 pupils use a variety of materials to construct buildings. They learn to cut accurately and join by different means and evaluate their results. They understand why some materials combine easier than others and suggest ways of improving their finished articles. Their work reflects relevance to other subjects as for example the construction of circuit boards with light bulbs which switch on and off. In their construction of playground equipment Year 1 pupils produce a variety of swings showing different ways to make them stable.
117. Key Stage 2 pupils plan their work carefully and produce appropriate designs. They understand the importance of accurate measurements and of choosing the right materials. They list the tools required, the materials to be used and the stages of construction. Year 3 pupils designed and made moving monsters. They understand the importance of package design in marketing, by disassembling existing boxes and constructing nets for their own designs. Their food technology skills improve as they learn how to make a variety of sandwich snacks. As pupils move through the school, the designing and making process continues to be developed. They design and make a money container using a range of fabrics and other materials. This involves careful measurement and design for a real purpose. They discuss and evaluate the advantages of different materials for a specific function. They include compartments for credit cards, a section for a notepad and space for money. Thorough evaluations of their finished efforts are perceptive, and suggestions for improvement show a good understanding of the process of production and marketing. In food technology lessons, Year 5 pupils create recipes for making pizza. By the time pupils leave school at the age of 11 they have had a range of experiences of designing and making articles including slippers and electrically powered vehicles.
118. Evidence available, mainly from work on display, suggests that the quality of teaching is satisfactory overall with some good teaching in both key stages. Pupils show satisfactory progress in the work recorded.
119. The subject is managed by an experienced co-ordinator who provides support for colleagues when needed. Some monitoring is achieved through planning across year groups to ensure consistency. The Qualifications and Curriculum Authority scheme has been adopted and is being evaluated in relation to the requirements of each year group. This includes assessment opportunities but at present there is no consistent format for the recording and tracking of skills as pupils move through the school. There are adequate accessible resources for the subject.

GEOGRAPHY

120. During the inspection only one lesson was seen because the subject is taught in blocks alternating with history. Judgements on attainment, teaching and pupils' learning are therefore based on planning, scrutiny of pupils' work, displays around the school and discussions with the co-ordinator, teachers and pupils.
121. The standard of work seen at the end of both key stages is in line with expectation nationally.
122. In Key Stage 1 pupils gain experience in using maps to locate places in and around their school and the local area. They map important features they observe on their journey to and from school and discuss aspects which make the environment pleasant or otherwise. Older pupils contrast their known locality of Edmonton, with a seaside environment, noting similarities and differences. They know that Kenya is located in the continent of Africa and understand why the farms produce different crops from those in England. They successfully compare homes today with those of a hundred years ago and collect information on different forms of transport. The topic of transport is further developed when they study travelling to near and far places. By the end of the key stage they show confidence in locating places on the globe and on the world map, recognise the continents and oceans and are well prepared for further studies.
123. In Key Stage 2 pupils increase their understanding of mapwork by using a large scale map of Edmonton Green. They make a survey of different types of buildings and classify them according to their function. Pupils develop their skills of investigation, using a variety of sources including the Internet. Pupils in Year 5 produce excellent work on the topic of water, ranging from the water cycle to a report on their visit to the Thames barrier. The work is detailed, illustrated and very well presented. Year 6 pupils speak confidently about types of settlements and explain how and why settlements change over time. Their project work on a country of their choice from the European Union combines geography and history. By the end of the key stage pupils have a good knowledge of different aspects of geography including contrasting environments and are well prepared for the next stage of their learning.
124. The pupils have positive attitudes to the subject and recall what they have learnt. They make satisfactory progress as they move through the school.
125. There has been satisfactory improvement since the last inspection. The scheme of work has been updated in line with the requirements of Curriculum 2000. Resources have been increased and work in Key Stage 1 is more focused on the local environment.
126. Evidence available suggests that the quality of teaching is satisfactory overall with some good teaching in both key stages. Pupils show satisfactory progress in the work recorded.
127. The subject is managed by two co-ordinators sharing responsibility for geography and history. This reduces the clarity and direction of the leadership. The Qualifications and Curriculum Authority guidelines have been adopted and are being adapted to suit the needs of the school. Areas to be considered for raising standards include the overlap of responsibilities for the co-ordination of the subject, the continued focus of geography teaching on topics related to history, the introduction of assessment procedures and planning for the use of information technology in geography lessons. Accommodation and resources are adequate for teaching the subject.

HISTORY

128. During the inspection two lessons only were observed in history because the subject is taught in blocks alternating with geography. Judgements on attainment, teaching and pupils' learning are based on planning, scrutiny of pupils' work, displays around the school and discussions with the co-ordinator, teachers and pupils.
129. The standard of work seen is in line with expectations nationally. Pupils have a good concept of time lines and relate these to the topics being studied.
130. In Key Stage 1 pupils demonstrate a very clear understanding of past and present, when comparing items in their kitchens, such as a copper kettle and an electric equivalent. They understand the difference between a wash day in Victorian times when a clothes mangle was used instead of an electric washing machine. The younger pupils compare toys from long ago with modern ones and begin to appreciate reasons for the differences. They begin to identify some ways in which the past is represented, by studying various sources of information, including artefacts, pictures of the past and stories about life in other times. They study the life of people in the past including Florence Nightingale and Mary Seole. They know that they nursed the sick and wounded soldiers in the Crimea at a time when nursing care was not of a satisfactory standard. They know that Florence Nightingale contributed significantly to the development of nursing care as we know it today. In their study of the Great Fire of London they understand well, the importance of the diary of Samuel Pepys. They understand why the fire spread so quickly, and the reasons for building with bricks after the disaster. They begin to understand why people in the past acted in the way they did when they examine seaside holidays at the turn of the twentieth century.
131. In Key Stage 2 pupils study selected periods of the history of Britain from Roman times to the present. They understand the reasons for the Roman invasion and appreciate the impact of their occupation. They examine evidence of the history of the period and understand the importance of archaeological sites. They give reasons for the main events and the changes which occurred in the period studied. Pupils understand how the monarchy influenced the lives of people in Tudor times and the impact of past decisions on the present. They make good detailed studies of the life of Henry V¹¹¹ and know that the role and power of the monarchy differ considerably from today. Year 5 pupils produce excellent work on the Victorians, mainly from their own investigations. They examine how customs differed from the present, the contrasts between the rich and poor of the period, the development of Ragged Schools and the Great Exhibition at Crystal Palace. Their appreciation of the period is enhanced by the study of Enfield in Victorian times and a visit to the Ragged Schools Museum. In Year 6 they acquire a good understanding of the history of Ancient Greece and its contribution to modern culture. They begin to develop their own research skills to find out about topics in history, from books, videos, artefacts and by asking questions.

132. Satisfactory improvements have been made since the last inspection. The scheme of work has been updated in line with the requirements of Curriculum 2000. Resources have been enhanced and the opportunities for visits to places of historical interest, increased.
133. Evidence available suggests that the quality of teaching is satisfactory overall with some good teaching in both key stages. Pupils show satisfactory progress in the work recorded.
134. The subject is managed by two co-ordinators sharing responsibility for history and geography. The Qualifications and Curriculum Authority guidelines have been adopted and are being adapted to suit the needs of the school. Some monitoring is done through involvement with planning across year groups but there is as yet a lack of opportunity to monitor teaching to ensure consistency across the subject and the dissemination of good practice. Areas to be considered for raising standards include the overlap of responsibilities for the co-ordination of the subject, the introduction of assessment procedures and planning for the use of information technology in history lessons. Accommodation and resources which include artefacts, photographs, posters, videos and teaching packs on particular topics, are adequate for teaching the subject.

INFORMATION TECHNOLOGY

135. The previous inspection found that standards in both key stages were below national averages, and there was underachievement in relation to pupils' abilities. There has been a significant improvement since the last inspection. The standards at both key stages are now above the national expectations. This is based on the evidence from lessons seen and the displays around the school.
136. Pupils are gaining new skills across the whole curriculum. By the end of Key Stage 1 the majority of pupils can get information from a range of sources and they can enter and store information. They use text and images to help them develop their ideas. They are able to create pictures using one of the many software programs which the school has. Pupils can write stories and represent information graphically. They are able to make things happen, for example, when they program a floor turtle. They can put instructions in the right order. They are able to word process accurately and then make changes to their work. They can change the font style and size, they can change the colour of certain words and they can use bullet points to highlight their work. They are able to use the mouse and the keyboard competently. They are learning to present their work in a variety of ways and they can talk about their work confidently. There are examples of where information and communication technology is being used across the curriculum. For example, pupils are working with parent volunteers, learning to use the mouse to move objects on screen and recognising nursery rhymes. In art, pupils are using the computer to draw and paint pictures of Goldilocks and the three bears. Pupils are able to produce a variety of self-portraits and also different coloured shapes.
137. By the end of Key Stage 2, pupils' confidence and abilities in using the computer have increased considerably since the last inspection. Pupils are able to collect factual data from the Internet which they search for information, for example, when doing a topic about the Victorians, or finding out about different patron saints. They are able to search databases and retrieve information from them. Pupils are beginning to learn about setting up their own websites and creating links between the different pages. They develop and refine ideas by bringing together, organising and re-organising text, tables,

images and sound as appropriate when setting up a multimedia presentation. Pupils are increasingly confident in word processing their work, for example, in writing poems or stories, or recording results from a scientific investigation. Pupils are confident and use a variety of programs across the curriculum. There are a number of examples where information and communication technology is being used across the curriculum. In science, pupils are recording their investigation to find out if air has weight. There is also a display on electrical circuit investigations. In art, pupils are introducing text and graphics into their work. They are using software to illustrate stories. In English, pupils are working on producing newspaper headlines, using different size and style of font. Pupils in Year 6 are sending emails to pupils in a school in Calgary, Canada.

138. The teaching of information and communication technology at both key stages is good overall. There was only one unsatisfactory lesson seen, the others being satisfactory or good. There was one very good lesson seen at Key Stage 2. The previous inspection indicated that there was very little direct teaching observed during the inspection. Evidence from the present inspection shows that this situation has improved. Classes are now timetabled to use the new information and communication technology suite each week. The teaching of basic computer skills is good and teachers use a very good variety of teaching methods to cover the curriculum. Their management of pupils is good and they use time, resources and support staff well. The overall planning is satisfactory and there are clear plans for the further development of the subject. Information and communication technology is developing an increasing role across the whole curriculum.
139. As a result, the pupils' learning is good overall across both key stages. This is a significant improvement since the previous inspection when the progress was said to be unsatisfactory. The pupils are developing a confidence in their use of computers and their gaining of skills and knowledge is good. They have good levels of interest and motivation. Their ability to become independent learners remains under-developed in using their initiative when working on the computers. All pupils are given equal access and opportunity to the curriculum. Pupils with special educational needs and those for whom English is a second language make good progress.
140. Pupils' attitudes to information and communication technology are good. There is a general enjoyment of the work and they respond well to the challenges. There is an enthusiasm to use the computers. They respect the equipment and they respect each other as they work together. Opportunities to promote pupils' spiritual development are rarely planned and there is little encouragement to reflect on the wonder of ICT capabilities.
141. The previous inspection indicated that, although there were guidelines in place, there was no evidence that these guidelines were being followed in a systematic way. The guidelines are now in place and are being used quite effectively. However the overall policy for the subject needs to be reviewed as a matter of urgency, the last review being before the previous inspection. The leadership and management of the subject are satisfactory with two teachers sharing responsibilities. There is a clear five-year plan and this is another step forward for the success of the subject. Within this, there needs to be a clearer structure of leadership so that everyone knows the direction in which the subject is going throughout the school. Monitoring of teaching and learning is under-developed. Some assessments are carried out, but much more detailed procedures for assessing the pupils' attainment and progress and recording these systematically have yet to be developed. There is a wide range of computers and software resources, with each classroom having its own computer. The computers are an integral part of the whole curriculum. There is a willingness amongst the staff to

help each other where appropriate and this increases the confidence within the subject. Taking all the evidence into consideration, the improvement in the subject since the previous inspection is very good and the National Curriculum requirements are now fully met.

MUSIC

142. Standards in music are as expected nationally by the end of Year 6. The standards achieved now indicate that the long-term progress of the pupils now in Year 6 has been satisfactory and reflects that found at the time of the previous inspection. Standards in singing are good throughout the school. Pupils with special educational needs or English as an additional language are progressing at the same rate as other pupils. It was not possible to gather sufficient evidence to make firm judgements on standards and teaching and learning by the end of Year 2 as only one lesson was seen in a Year 1 class. In that lesson standards in responding to music with body movements were as expected for their age and the teaching was very good.
143. Pupils in Year 6 sing in harmony and with good timing. This was evident as they sang "Dem Bones" in a lesson that explored the quality of sounds made by percussion instruments. In "echoing" drumming rhythms played by the teacher, they demonstrate the awareness of rhythm and beat expected for their age. Pupils throughout the school sing tunefully and clearly. Observations of pupils singing in assemblies and during singing practices show that this is an activity in which pupils do well.
144. In the one very good lesson seen in Year 1, the teacher was confident in the subject. The pace of learning was lively and pupils responded with a good deal of creative effort to the teacher's high expectations. The taped music was used well to develop pupils' understanding of different moods so that they were able to respond both with words and body movements.
145. Only two lessons were observed in Year 3 to 6 and these were both in Year 6. The teaching was satisfactory so that pupils made adequate progress in their awareness of the timbre or sound quality of un-tuned percussion instruments, especially drums. Progress was not as effective in these lessons because the teachers were not successful in fully gaining the attention of all pupils. They used the tape recording and lesson guidance from a published scheme quite rigidly even when it was evident that the pupils were not finding it interesting. In one of the lessons, for a short time, when the teacher stopped the tape and expertly played one of the drums herself, the pupils were amazed and enjoyed the opportunity to "echo" the rhythms that she played. A lack of teacher confidence was also evident in the other lesson so there was limited development of pupils' skills.
146. The music co-ordinator has only held the position since the start of this term. A satisfactory scheme has recently been introduced which meets the requirements of the National Curriculum, and provides guidance for teachers to plan lessons. There is scope, however, for teachers to use the material more imaginatively than was seen in Year 6. It provides opportunities for pupils to respond and evaluate music from past and present times and from a variety of cultures around the world and contributes satisfactorily to pupils' cultural development.
147. Learning opportunities in lessons are supplemented by additional activities such as the choir, which is open to pupils in Years 5 and 6. Keyboard, guitar, woodwind and string lessons are available at a charge. Approximately 50 pupils are currently taking up this individual and group tuition. Overall resources for music, such as percussion

instruments and keyboards, are sufficient to teach all the required aspects of the music curriculum. There is limited use of computers and other items of new technology to support pupils' learning in music and no evidence of planned opportunities to promote pupils' spiritual development through the joy of music.

PHYSICAL EDUCATION

148. The standard of pupils' work in physical education is above that expected nationally in Year 2. In Year 6, it is as expected for pupils of this age. Pupils in Years 1 and 2, including those with special educational needs or English as an additional language, are making good progress. Those in Years 3 to 6 make satisfactory progress. Standards in Year 2 are better than when the school was last inspected. In Year 6, standards have remained much the same as at the last inspection.
149. Pupils in Year 2 have better co-ordination and awareness of space than is often found at this age. They competently travel around the hall in a variety of ways, individually and in pairs. This is seen as they hop, skip, roll or place their weight on both hands and feet. They successfully make a sequence of movements showing strong and light movements including rolls. At the end of the sequence they competently freeze still and hold their position. When creating a sequence in pairs, they show a good awareness of their partner. Pupils have good skills in planning and practising sequences, trying hard to improve the quality of their movements.
150. In Year 6, pupils have the expected skills for their age in dance. They work well together in pairs, satisfactorily practising a sequence of high and low movements. Pupils appropriately develop sequences of movements including rolls and balances and try hard to make the transition from low to high as smooth as possible. All pupils in the current Year 6, including those with special educational needs and English as an additional language, have made satisfactory progress through Years 3 to 6. Pupils in Year 4 have the expected skills for their age in controlling a ball with a plastic hockey stick. They work well together in small-sided team games, successfully guiding a ball round a series of cones. By the time they leave the school at the end of Year 6, almost all pupils swim 25 metres unaided. They have a sound understanding of the effects of physical exercise on their bodies and understand its importance.
151. Only one lesson was seen in Key Stage 1 and it was very good. This was because the teacher made very good use of the time available, setting a brisk pace and expecting pupils to work with effort. Good feedback was given to pupils about their work, helping them to improve. A very clear explanation of the task ensured that pupils knew what was expected and in turn they worked with sustained concentration and their behaviour was excellent. Very good support was provided for a pupil with special educational needs enabling him to participate fully in the lesson.

152. Teaching is satisfactory overall in Years 3 to 6. One lesson seen in a Year 3 class was poor. This was due, largely, to poor organisation so that much time was wasted. Opportunities were missed to develop pupils' skills and to give feedback about their work to help them improve. Consequently, pupils did not make the progress that they should have done in the time.
153. In other lessons seen in Year 4 and Year 6, the time is used well with each activity building carefully on the one that has gone before. This ensures that pupils are making a suitable amount of progress. In a good lesson seen in Year 4, the teacher used demonstration effectively to teach pupils, both right-handed and left-handed, how to grip a hockey stick accurately with good attention to body position and health and safety aspects. In a satisfactory Year 6 lesson, activities developed appropriately from individual exercises into paired activities. In this lesson, the teacher intervened effectively to make helpful coaching points to improve pupils' performance. Teachers make appropriate use of warm-up and cool down activities.
154. The co-ordinator is enthusiastic and has developed good links with other local schools so that pupils can participate in competitive football, rounders and netball. Other successful links with local sports clubs have enabled some pupils to participate in a skipping workshop and to receive coaching in cricket and rugby. As at the last inspection, there is a satisfactory range of extra-curricular activities in physical education. These activities include netball, and football clubs run either by parents or qualified coach. These are currently open to pupils in Years 5 and 6.
155. There is a satisfactory scheme of work for planning lessons. This is currently under review in order to take account of the local authority's new guidance. The school does not have assessment procedures for physical education and this restricts the extent to which teachers can take account of pupils' prior attainment when planning activities.
156. The facilities for physical education within the school's hall are good and there are adequate resources for the demands of the curriculum. Good use is made of the facilities and resources available. The lack of its own field restricts opportunities for development of skills in athletics and games although the school does make use of a local park in summer and is able to use the field of another local school for its sports day.

RELIGIOUS EDUCATION

Not applicable to this Section 10 Report. (See Section 23 Report)