

INSPECTION REPORT

WINTON SCHOOL

King's Cross, London

LEA area: Islington

Unique reference number: 100428

Headteacher: Ms Jane Fulford

Reporting inspector: Mrs Valerie Singleton
23044

Dates of inspection: 24th - 27th June 2002

Inspection number: 195810

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Killick Street King's Cross London
Postcode:	N1 9AZ
Telephone number:	(020) 7837 6096
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Chris Snelling
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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23044	Mrs V Singleton	Registered inspector	Science Geography History Physical education Equal opportunities	What sort of school is it? The schools results and achievements. How well are pupils taught? What should the school do to improve further?
9563	Mrs J Reid	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
15918	Mrs M Goodchild	Team inspector	English Art Information and communication technology Special educational needs	
16773	Mrs R Arora	Team inspector	Areas of learning for children in the Foundation Stage English as an additional language Design and technology Music	How well is the school led and managed?
3754	Dr K Singh	Team inspector	Mathematics Religious education	How good are the curricular opportunities offered to pupils?
27674	Mrs J Coe	Team inspector	Spanish	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15 - 16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16 - 17
HOW WELL IS THE SCHOOL LED AND MANAGED?	17 - 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20 - 23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS	24 - 40

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Winton Primary Community School is situated in King's Cross, London and serves an urban community where there is high unemployment. It is bigger than most primary schools with 330 pupils on roll aged 3 to 11, including a nursery class with 22 part-time and 15 full-time places. Standards on entry to the reception classes are well below those expected. The percentage of pupils who are eligible for free school meals is very high and well above the national average. Over 60 per cent of pupils have English as an additional language and, of these, 104 are at the early stages of learning English, both of which are very high in national terms. Sixty-five pupils are refugees, from various countries, and many families live in hostels. As a result, a high percentage of pupils leave or join the school between reception and Year 6. The school has 30 per cent of pupils who have special educational needs, for a variety of learning needs, eight of whom have a Statement of need, both being a higher proportion than nationally. The school is in an Education Action Zone, which provides the school with extra resources.

HOW GOOD THE SCHOOL IS

Winton Community Primary school is a very effective school. Its inclusive and very caring approach mean that the needs of all groups of pupils are met well. The very good leadership and management by the headteacher, and the good teaching throughout the school, results in pupils achieving well in English, mathematics and science. However, standards in English are still below those expected nationally by Year 6, due to the very high number of pupils who are at the early stages of learning English. The school offers many exciting experiences and introduces many good initiatives to raise standards and enrich pupils' lives. It provides good value for money.

What the school does well

- Pupils achieve well in English, mathematics and science due to the good teaching and very effective use of assessing and monitoring pupils' progress year on year.
- The headteacher provides very good leadership and management, well supported by her deputy head and the governing body.
- The good provision in the Foundation Stage gives children a very good start to their formal education.
- The good management of pupils' behaviour and caring environment, makes pupils feel secure and have good attitudes towards learning.
- The school provides a wide range of exciting and enriching experiences which extend pupils' learning and contribute very well to their personal development.
- The school works very hard to support parents and involve them in their children's learning, thereby parents have a high regard for the school.

What could be improved

- Religious education is not taught as a discrete subject and this results in standards not being high enough.
- More use needs to be made of pupils' literacy skills in subjects such as geography, history and design and technology.
- Pupils need more opportunities to compose and to use information and communication technology in music.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

When it was inspected last in June 1997, the school was judged to provide a good standard of education, leadership and management and the climate for learning were judged very good. Since then, the school has made good progress in addressing most of the areas needing improvement. Standards have risen somewhat in geography and music, though they are still below those expected nationally. Resources for geography have improved and are now good. Collective Worship takes place daily. Significant improvements have been made in assessing and monitoring pupils' work and using the information to set targets and raise standards. In addition, standards have been raised year on year in science. The quality of teaching has improved throughout the school. The school has introduced many new initiatives such as setting up the Parents' House, implementing 'Dancing the Word' and setting up the recent 'Winton Speak' programme for reception children. It also makes very effective use of two Learning Mentors and supports vulnerable pupils with input from the 'Kids Company'. The school is committed to further raising pupils' standards and has a good capacity to succeed.

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			
	all schools			similar schools
	1999	2000	2001	2001
English	E	D	E	C
mathematics	E	D	C	A
science	E	E	C	A

Key	
highest 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% of schools	E*

By the end of Year 6, pupils are achieving well. Attainment is generally in line with national expectation, though children enter the nursery class with standards that are very low. Attainment in English is below that expected nationally, because so many pupils are at the early stages of learning English and a high number of pupils leave and join the school between reception and Year 6. Results in the national tests have kept up with the national trend, with good improvements seen in science. The school's targets for pupils reaching the expected level in the 2002 national tests are 66 per cent for English and 69 per cent for mathematics, which are higher than those set last year.

Children achieve well in all areas of learning in the Foundation Stage, due to the good provision. However, by the time they enter Year 1, standards are still well below those expected in communication, language and literacy skills, and in knowledge and understanding of the world. They are below in mathematical skills and close to those expected in their personal, social and emotional development. In physical and in creative development standards are similar to those expected nationally. In the 2001 national tests for Year 2 pupils, results in writing were in line with the national average and results in reading and mathematics were below average. In the science tasks, they were also below average. When compared to schools in the same category of free school meals, results are well above average for reading and writing, and above for mathematics. Current standards for Year 2 pupils are in line in English and mathematics and below in science. Standards for Year 6 pupils are below those expected for English, but in line for mathematics and science. Overall, pupils achieve well for their ability throughout the school.

Standards in religious education do not meet the requirements of the locally Agreed Syllabus. Standards in information and communication technology (ICT) are in line with those expected by Year 2 and above

national expectations by Year 6. Pupil achieve well in Years 1 and 2, and very well in Years 3 to 6, and have particularly benefited from the extra resources provided through the Education Action Zone initiative.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good. They enjoy coming to school and participate fully in the wide range of activities provided for them. They show an interest and take an evident pride in their work.
Behaviour, in and out of classrooms	The behaviour of pupils is good, both in lessons and in the playground. The school has an orderly and lively atmosphere. Pupils are mostly friendly, welcoming and courteous towards adults and towards each other.
Personal development and relationships	Pupils make good progress overall towards becoming mature and responsible. The quality of relationships in the school is good. Pupils readily accept responsibility. However, they find it difficult to show initiative and independence in their own learning.
Attendance	Attendance in the current year is satisfactory and unauthorised absence is below the national average. Too many pupils are late to school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	good	good	good

Inspectors make judgements about teaching in the range: excellent; very good; good; sound; unsatisfactory; poor; very poor. 'Sound' means that strengths outweigh any weaknesses.

The quality of teaching is good overall and has improved since the previous inspection. Of the lessons observed, over half were good and fifth were very good or excellent. This ensures pupils acquire new skills and understanding throughout their time in school. Teachers in the Foundation Stage provide a range of interesting and challenging activities to engage the children's interest and help them learn well. Teaching methods across the school are very well matched to needs of the many pupils who are learning English, and this also benefits the English speaking pupils whose language is limited. Teachers place consistent emphasis on key vocabulary. They use gestures and resources to promote understanding further. They choose activities that involve pupils practically in their own learning. As a result, pupils achieve well and enjoy their work. Teachers regularly arrange for pupils to visit places that are well linked to the topic being studied, or invite in specialists, which enriches pupils' understanding. Most teachers are skilled in managing pupils' behaviour, even when they are very challenging. In this way, all pupils can concentrate on their own learning. Many classroom assistants are bilingual, and they are used effectively to help those pupils especially who have recently arrived with little or no English. The teaching of English and mathematics is good, and work is carefully matched to pupils' needs and abilities. Literacy and numeracy skills taught well throughout the school. Speaking and listening skills are used well to promote learning in other subjects, though reading and writing could be used more to reinforce pupils' knowledge and understanding in subjects such as design and technology, geography and history.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Planning in the Foundation Stage is good. The curriculum throughout the school is broad, relevant and enriched with many good quality learning opportunities. It is generally well planned and organised. The provision of extra-curricular activities is excellent.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are effectively integrated in lessons and receive good support from class teachers and classroom assistants.
Provision for pupils learning English as an additional language	Good. Pupils are suitably assessed for their needs. All teachers are trained and know how to support pupils who are learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is well supported by the school ethos, which encourages an understanding of the differences and similarities of individuals. Pupils develop a clear idea of right and wrong. There is a strong sense of community with common, inclusive values. The school organises for pupils to take part in a wide range of cultural activities.
How well the school cares for its pupils Assessment	Very good. Pupils feel secure and happy in school in a caring, supportive and encouraging environment, where they learn and develop. The school has made significant improvement in its assessment procedures and in the use it makes of assessment data. Its systems are now very thorough and support pupils' achievement.
How well the school works in partnership with parents	The school has very effective links with parents. It works hard to support them and to involve them in their children's learning. Hence, the parents have a high regard for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher, supported by her deputy and key staff, provides a very clear leadership focused on raising standards through high expectations of achievement and enrichment of pupils' lives. Subject leaders carry out their responsibilities well.
How well the governing body fulfils its responsibilities	The governors are very supportive of the school and the headteacher. They are very influential, show much commitment and use their own expertise extremely well to bring extra resources into school.
The school's evaluation of its performance	Teaching and learning is carefully monitored. The school improvement plan is very detailed and securely based on careful analyses of strengths and weaknesses of what the school provides. Staff audit their own areas and use data to set realistic targets for improvement.
The strategic use of resources	Financial planning and management is good. The school puts all the monies available to it to good use, and applies the principles of best value in all aspects of its work.
The adequacy of staffing, accommodation and learning resources	Good. school is well staffed. Teachers and assistants are a hardworking, close team. The school makes good use of its accommodation, which provides a stimulating learning environment. One reception class lacks outdoor facilities. Playground space is limited, but used very effectively.

	Learning resources are good.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy going to school and make good progress. • Teaching is good. • They are kept well informed about their child's progress. • The school is very approachable if parents have concerns. • The school expects children to work hard, achieve their best, and helps them to become mature and responsible. • Behaviour in the school is good. • The school works closely with parents, and the amount of homework children receive is about right. • The school is well led and managed. 	

Only a small proportion of parents returned the questionnaire or attended the meeting. Nearly all these parents are very pleased with all aspects of the school's work, and inspectors' judgements support parents' positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery classes with standards that are very low. Children achieve well in all areas of learning, due to the good teaching and provision in the Foundation Stage. Children respond positively and have very good attitudes towards their learning. However, by the time they enter Year 1, standards are still well below those expected in communication, language and literacy skills, and in knowledge and understanding of the world. They are below in mathematical skills and close to those expected in their personal, social and emotional development. In physical and in creative development standards are similar to those expected nationally. The school has improved its provision for children in the Foundation Stage since the previous inspection.
2. In the 2001 national tests for Year 2 pupils, results in writing were in line with the national average. In reading and in mathematics they were below average. In the science assessments, results were below the national average. When compared to similar schools, results were above average in reading and writing, and above in mathematics. More pupils attain the higher level (Level 3) in all subjects than do in similar schools.
3. Results for Year 6 pupils in the 2001 national tests were in line with the national average in mathematics and science, but well below average for English. When compared to similar schools, results were in line for English, and well above average in mathematics and science. The percentage of pupils achieving the higher level (Level 5) was well above average for science.
4. Results in the Year 6 national tests have risen since 1998, apart from a dip in English in 2001. The overall trend is up, in line with the national trend. A key factor in pupils not attaining as well in English is due to the high number of pupils who leave and join the school between reception and Year 6. For instance, since the Year 6 pupils were in Year 2, out of 49 pupils, 16 left. Fifteen of these were at Level 2 or 3 and part of the more able group. Of those who joined, 3 had a Statement of special educational need, 3 had severe attendance problems, and most of the others were refugees and/ or were at the early stages of learning English. Tracking evidence shows that the school does very well for pupils who stay from reception to Year 6 and also for those who stay from Year 2 to Year 6.
5. The school carefully analyses the results of the national tests to see if there are any significant differences by ethnicity. If they identify that some groups are doing less well than others, they offer appropriate support. For instance, the school gave extra help to Turkish pupils and also set up a special class for their parents. This was successful in raising standards for the pupils and enabling the parents to be more confident and offer support to their children. Recently, the school has been targeting Bangladeshi pupils and parents.
6. Current standards by the end of Year 2 are almost in line with national expectations for English, in line for mathematics and below in science. Standards by the end of Year 6 are below the national average for English and in line for mathematics and science. Overall, pupils achieve well for their ability.
7. In 2001, the school aimed to have 64 per cent of its Year 6 pupils reaching the expected Level 4 in the English and 60 per cent in the mathematics national tests. It met this target in English, and exceeded it in mathematics. The target for 2002 is 66 per cent for English and 69 per cent in mathematics. Initial indications are that these have been exceeded in both subjects.
8. The progress of pupils with special educational needs is good overall, and they make good progress towards the targets in their Individual Educational Plans. They are given good support within lessons by the classroom assistants, and those pupils who are difficult to manage in the classroom gain strategies to help them to manage their own behaviour.

9. Pupils who speak English as an additional language achieve well in all subjects. They receive some extra help from specialist teachers if they arrive in school with little or no English. Mostly they are supported well within lessons by teachers who employ effective teaching strategies and focussed help by the classroom assistants, many of whom are bilingual.
10. Standards in information and communication technology (ICT) meet national expectations by Year 2 and are above expectations by Year 6. Standards do not meet the requirements of the locally Agreed Syllabus in religious education. Standards are above national expectations by Year 2 and Year 6 in art and design, and pupils achieve well. They are below those expected in design and technology, geography and history, but pupils achieve satisfactorily given that they enter with standards that are well below those expected. Insufficient evidence was available to judge standards and attainment in all elements of physical education, but in the aspects observed standards were in line with what is expected. In music, insufficient evidence was available to judge standards and achievement by Year 2, but standards are below those expected by Year 6.
11. Since the previous inspection, the school has rightly concentrated on the further development of English, mathematics and science. Despite taking in more refugees and having a more diverse population than at that time, standards have improved in science, mathematics and ICT, and been maintained in English, in art and design, and physical education. Standards in other subjects appear to have fallen, but pupils are achieving at least satisfactorily against their prior attainment, and often well.

Pupils' attitudes, values and personal development

12. Children in the nursery settle down quickly and feel happy and secure. They make good progress throughout nursery and reception. Children learn to share and take turns. They show consideration and respect for property and each other. The staff act as good role models for children and explain clearly what is expected of them. Children are helped to form good relationships with others, and children of all different backgrounds generally work and play in harmony. Most are attentive and eager to learn, and participate enthusiastically in all activities. While most children behave well at all times, a few children in one of the reception classes needed consistent reminders about obeying class rules.
13. Pupils' attitudes to learning, and to school in general, are good. They enjoy coming to school and participate fully in the wide range of activities provided for them. All parents who responded to the questionnaire say that their child is happy in school. Overall, pupils show an interest and take an evident pride in their work. In a Year 5 and 6 English lesson where the class was analysing a piece of text, pupils showed real enthusiasm, were highly focused and eager to contribute to the discussion. However, some pupils have short attention spans, particularly when the teaching lacks pace or the subject does not appeal to them.
14. The behaviour of pupils continues to be good, both in lessons and in the playground. The school has an orderly and vibrant atmosphere. Pupils are clear about the way they should behave. They discuss and agree their own class rules each year. In a Year 3 and 4 geography lesson, where pupils went onto the roof playground to study land use in the area, they behaved well and sensibly. Occasionally, some pupils talk during tasks to an extent that impacts negatively on the amount and quality of work that they produce. They are mostly friendly, welcoming and courteous towards adults and towards each other. However, movement on the stairs is often too boisterous. Some younger children sometimes display poor manners at lunchtimes. The school has not found it necessary to exclude any pupils either during the past year or in recent years.
15. Pupils of all ethnic groups integrate fully into the school community, and there is a high degree of racial harmony. Bullying is uncommon. During discussions, older pupils said that they would report incidents and that staff would deal with it straight away. Parents confirmed that this was their experience.

16. Pupils make good progress overall towards becoming mature and responsible. The quality of relationships in the school is good. There is good social interaction in many of the lessons. In a Year 1 physical education lesson, pupils played well together in their teams and also worked well together in pairs with a ball and rackets. The harmonious and mutually respectful quality of the community is also evident in the way pupils listen with an open mind to the views of others. Pupils readily accept responsibility. For example, they act as buddies to new pupils to help them settle in, and act as monitors for specific jobs such as the physical education equipment. Pupils take their position on the school council seriously and understand how they can influence change to improve their time in school. However, they find it difficult to show such initiative and independence in their own learning. Pupils become more confident as they get older. Older pupils said that they have a responsibility to act as role models for the younger ones. They demonstrate their awareness and concern for the wider community by organising events such as fund raising for children in Afghanistan. They have a strong link with a school in Ghana. They make books and collect money to improve the conditions of children in the school.
17. Attendance in the current year is satisfactory and unauthorised absence is below the national average. Too many pupils are late to school. The school works closely with parents to secure improvements, but meets with limited success.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall. It is good in the Foundation Stage, in Years 1 and 2, and in Years 3 to 6. Of the lessons observed, over half were good and a fifth were very good or excellent. Only two lessons were unsatisfactory, due to a lack of pace and inappropriate activity to move pupils on in their learning. The quality of teaching has improved since the previous inspection.
19. Teachers have very good subject knowledge in English, mathematics, and ICT. They have good subject knowledge in art and design. No class teaching was observed in religious education. There are no significant weaknesses in any other subjects observed. In nursery and reception, teachers' understanding of the Foundation Stage curriculum is good. They provide a range of interesting and challenging activities to engage the children's interest and help them learn well.
20. Literacy and numeracy skills are taught well throughout the school, with literacy being taught very well in Years 1 and 2. ICT skills are being taught very effectively, and teachers make very good use of the 'white boards' in the classrooms as well as teaching specific skills to classes in the ICT suite.
21. Teachers plan carefully for all lessons. They have clear learning objectives and list the key vocabulary to be introduced and reinforced. They also plan for how the classroom assistants and bilingual staff are going to be used. When other teachers are involved, they carefully plan the lesson with the class teacher. Planning in English and mathematics is particularly good, as teachers take good account of the different ages and abilities within the class. This happens less well in some other lessons when the needs of older pupils are not always fully addressed in mixed-aged classes, in subjects such as science.
22. All pupils are expected to take an active part in lessons and teachers ensure that all groups are fully involved, by the good use of questions, targeting certain pupils and praising those who are listening well. They have high expectations of the pupils' response. As a result, pupils learn effectively and make good progress in lessons. Teachers have particularly high expectations of pupils' achievement in literacy and numeracy lessons. The demands made on some older pupils drops in some afternoon lessons, as their ability to retain interest and attention falls.
23. Teaching methods are very well matched to needs of the many pupils who are learning English, and this also benefits the English speaking pupils whose language is limited. Teachers place consistent emphasis on key vocabulary, and reinforce new words by constantly referring to them throughout the lesson. They use gestures and resources to promote understanding further. Pupils are given plenty of opportunities to discuss new concepts, answer and ask questions. Teachers choose activities that involve pupils practically in their own learning. For instance, pupils in Year 2

wrote a thank-you letter to the people who had taken them round the farm on their recent visit. The teacher had a set of photographs taken on the visit to encourage the pupils to remember all their experiences, to list the relevant vocabulary underneath, and to record the sights and sounds they had seen and heard. She took the pupils carefully through the process of how a letter is set out. In this way, pupils were well prepared to write a detailed and interesting letter, as well as reinforcing their new learning. Teachers regularly arrange for pupils to visit places that are well linked to the topic being studied, or invite specialists in to talk to pupils. The school has worked hard to employ classroom assistants who are bilingual, and they are used effectively to help those pupils especially who have recently arrived with little or no English.

24. Pupils with special educational needs are effectively integrated in lessons and receive good support from class teachers and classroom assistants. Teachers frequently match work to the needs of different groups of pupils within the class, and this means that pupils with special educational needs work at a level that is appropriate to their prior attainment and learn through methods related to their needs.
25. Most teachers are skilled in managing pupils' behaviour, even when they are very challenging, as is the case of a significant minority. They make consistent use of the agreed rewards, giving much praise and recognition to those who try hard, and also make use of sanctions when necessary. Pupils respond well and accept that they have to have 'time-out' if they have received three warnings. Some teachers are not always insistent on quiet working in all lessons when appropriate, which results in pupils not making as much progress as they might. However, teachers are very sensitive to the needs and response of their pupils, and at this stage of the year, many older pupils need extra sensitive handling and less pressure prior to transferring to secondary school.
26. Very good use is made of support staff, both working with individuals to keep them on task, and in supporting groups with the main task. Some very effective instances were observed where the class teacher and ethnic minority support teacher worked alongside each other, both taking an equal responsibility for delivering the lesson. Generally, teachers maintain a good pace throughout the lesson, with frequent reminders to the pupils about the amount of time left, thus keeping them on task. Occasionally, pace slips and then pupils' response drops. Teachers use resources well to engage pupils' interest and support their understanding. Very attractive displays containing artefacts, books, posters and models further promote pupils' understanding and interest, as in the sea-side display in Years 1 and 2.
27. Teachers are sensitive to pupils' response and quickly assess when they need further explanation, or do not understand the vocabulary or instructions. This is especially true in the nursery, where staff are very quick to react to individual need and to move children on in their learning whenever the opportunity arises. Marking of pupils' work is generally positive and there are some good examples of written comments, where teachers clearly identify to pupils how they could improve their work, or what they have done particularly well.
28. For homework, pupils are encouraged to read at home every day. They are set mathematical tasks and spellings regularly. Often pupils are asked to find information from magazines, or to complete a worksheet about the topic being studied. The school offers good support to homework by running a homework club. Overall, homework appropriately supports pupils' learning.

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

29. At the time of the last inspection, the school's curriculum was satisfactory overall. Those areas of weaknesses that were previously identified; in music and geography, have been given appropriate attention. The school has worked hard to maintain a broad and relevant curriculum while sufficiently emphasising the development of pupils' skills in literacy and numeracy. The school makes excellent use of its links with the community and partner institutions to extend provision for its pupils. The provision for extra curricular activities is also excellent.

30. The curriculum for children in the Foundation Stage is good and learning is planned in accordance with that recommended and successfully incorporates all six areas of learning. The curriculum in Years 1 to 6 is broad, meets National Curriculum requirements and the statutory requirements to provide sex education and teach pupils about drug misuse. The school has developed a very good programme for pupils' personal, health and social education (PHSE), which encourages pupils to make personal choices and informed decisions. However, religious education is not taught as a discrete subject and its coverage mainly through assemblies does not meet with the local authority's Agreed Syllabus requirements.
31. The curriculum is broad, relevant and enriched with good quality of learning opportunities. All subjects have schemes of work and guidance to support teachers and provide continuity in pupils' learning as they move up through the school. The school has very successfully implemented both the National Literacy and Numeracy Strategies and, as a result, standards are steadily improving from year on year. The implementation of the Numeracy strategy has given very good guidance to teachers, and pupils' skills in mental calculations and solving word problems in mathematics has developed well. As a result of the implementation of the literacy strategy, teachers are more confident in teaching pupils the skills of writing for a variety of purposes and audiences. Teachers make good use of relevant links that exist between all subjects when they plan their class work each term, and this is effective in making pupils' learning meaningful. However, literacy skills are not being reinforced sufficiently often by pupils recording their knowledge and understanding in subjects such as design and technology, geography and history.
32. Pupils with special educational needs have equal access to the curriculum and their needs are supported well within class, and satisfactorily through a reading recovery programme, and a system of teaching phonic skills for reading and spelling. Pupils with speech and communication difficulties attend a local language referral unit for speech and language therapy.
33. The provision for pupils with who speak English as an additional language is good. Opportunities are provided for pupils to participate in all curriculum related tasks. The planned activities, the quality of support, and teacher interventions ensures equality of access to the curriculum. The language demands of the curriculum are analysed, and support is also given in other subjects as appropriate, in developing new subject related vocabulary. Individual needs including special needs are adequately met. A clear distinction is made between pupils learning English and those with special educational needs.
34. The curriculum provides very good equality of access and opportunity for all pupils to learn and make progress. On those occasions when some pupils are withdrawn from class to accommodate individual or group teaching, it is appropriate to pupils' particular needs. Pupils of all abilities and ethnic backgrounds take part in all activities and receive a broad curriculum. Sometimes there are long gaps between teaching the units in science, history and geography. Also, teachers' planning in these subjects does not always address sufficiently well the needs of pupils of different ages in mixed age-group classes. This impacts negatively on pupils' progress overtime, and thereby standards of attainment. The school's provision for gifted and talented pupils in mathematics is very good and, as a result, pupils achieve high standards. For example, two Year 4 pupils were working with a mentor at least two National Curriculum Levels higher than the national expectations. The school encourages both boys and girls to achieve well. A running total of the number of boys and girls receiving the achievement awards is kept and pupils informed about the results. Both groups are highly motivated as a result.
35. The provision of extra-curricular activities is excellent. Pupils have opportunities to take part in football, cricket, rugby, chess, art, gardening, dancing and to learn Spanish. Clubs are all very well attended. School journeys to the Isle of Wight and to Essex and a range of out of school visits to places of interest, from museums to farms, all enrich the extra curricular provision. Some pupils have also been selected to take part in unusual and exciting events such as visiting Buckingham Palace and the House of Commons. Projects such as Dancing the Words, Winton Speak and a week of a three-tier day, further enrich the curriculum for pupils. Visitors to school and visits to places to work with artists, including a dance workshop with the Lilian Bayliss Theatre, a Concert

by Recorders Unlimited, the Pavilion Opera workshop and those during focus weeks such as Black History Week, make an excellent contribution to pupils' learning.

36. Links with the community are numerous and very supportive to improve curriculum provision. The school receives help from a large number of voluntary helpers who are parents, governors and members of the local business community. They regularly visit and support individuals pupils and this further improves learning. The nurse and doctor from the local health centre talk to pupils about health and safety issues, as do the police and fire service. Business in the Community provided very good support to the setting up of the Parent House, providing architects, advisers and help with fund-raising.
37. Links with partner institutions are excellent and this is well supported through the school's involvement in the Education Action Zone. The school has very good links with local pre-nursery groups, one secondary school, and six primary schools in the Borough. It also has good links with other secondary schools to which the pupils transfer at eleven. The links with the Institute of Education results in many interesting visitors from overseas coming into the school to talk to pupils, such as a recent group of Inspectors from Bangladesh. This extends pupils' knowledge and raises self-esteem for different groups. The school has well-established links with a school in Ghana, following the headteacher's five week visit there. The school has plenty of teacher student placements, and receives visiting students from overseas.
38. The school continues to make very good provision for the spiritual, moral, social and cultural development of all pupils. It is an area of high awareness that permeates all aspects of school life in order to provide the right climate for learning. The school's values are reinforced through posters and displays of pupils' work throughout the school. The school documentation is supportive of spiritual, moral, social and cultural development. However, there is no specific policy for this aspect.
39. The provision for pupils' spiritual development is now good. This is well supported by the school ethos, which strongly encourages a respect and understanding of the differences and similarities of individuals. The assemblies are well organised overall, with a planned programme of topics. Pupils learn about the values, beliefs and attitudes of other faiths. An Upper School assembly on the Lourdes Pilgrimage was a most uplifting experience. Pupils discussed pilgrimages in different religions and showed a respect for the integrity of individuals and of the faiths present. Assemblies meet the statutory requirements and pupils are given the opportunity for reflection and silence. Pupils are given opportunities to appreciate beauty and design, particularly in art. Teachers value pupils' questions and provide a climate where pupils can grow and flourish.
40. The provision for moral development is very good. Pupils overall develop a strong sense of right and wrong as they move up the school. Teachers guide pupils into developing values such as honesty, fairness and co-operation through elements of the PSHE programme, and through other parts of the curriculum. In a Year 3 and 4 history lesson about Martin Luther King, pupils learned about violent and non-violent actions to achieve one's goal, and discussed racism. During discussions, older pupils said that the school had helped them to understand why what they had done was wrong. Pupils are expected to demonstrate respect for the views of others, and are encouraged to express their own. The consistent implementation of the school's behaviour policy and the reward system for good behaviour and kind actions give strong support to pupils' moral development.
41. The provision for social development is also very good. The very good approach of nearly all staff in their contact with pupils provides very good role models to support pupils' social development. There is a strong sense of community with common, inclusive values. Pupils are given many opportunities to work in groups or pairs. From an early age they learn to share resources amicably and show thought for others. Relationships between pupils and between pupils and adults are overall good. To improve relationships amongst Year 6 girls, the school introduced the 'Circle of Friends', which has met with considerable success. The school provides many opportunities for pupils to take responsibility by helping in the day-to-day tasks around the school. For example, they operate a rota for litter collection and they take part in organising some assemblies. The school council encourages pupils to voice their opinions and partake in the development of the

school. The school provides many opportunities for pupils to widen their horizons and participate in the life of the community. For example, they have visited the King's Cross development, and contributed their ideas as to what would improve their environment. The school arranges for pupils to perform in community events to develop their confidence and self-esteem, such as the Almeida Theatre project and the London Museum programme. The pupils' personal and social skills are further enhanced in residential visits for Years 4 and 6.

42. Provision for pupils' cultural development is very good. The school teaches pupils to appreciate the cultural diversity of British society and the richness of other cultures through a range of planned activities across the curriculum. Each year group has an enrichment programme. The school organises for pupils to take part in a range of cultural activities both in and outside the school environment. Many visitors come to the school, including artists, as part of the enrichment programme. There are many extra-curricular activities including art, music, dance and sports. In an Upper School assembly, a group of girls from different cultures performed a dance from India, which one girl had taught them in the lunchtime. The school celebrates festivals from different religions and parents sometimes provide authentic food. The strong connection with the school in Ghana helps pupils to learn about the lives of others in a different part of the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The arrangements and procedures for providing for the care and support of pupils are very good. Pupils feel secure and happy in school and they see it as a caring, supportive and encouraging environment where they can learn and develop. Teachers always show a respect for pupils and are concerned for and sensitive to their needs. Classroom assistants and all other staff contribute to the calm ethos of the school. A good example is the wide variety of well-structured activities, which are organised at lunchtimes to overcome the problem of limited outdoor space. The school provides a breakfast club and homework club, which are appreciated by many pupils. Induction procedures for new pupils throughout the school are very good.
44. The school knows pupils and their families very well. There are very good procedures in place for monitoring pupils' personal development. An extensive volunteer scheme provides nurture and additional support to individual pupils who have no help with reading at home or are going through a difficult time. Since the previous inspection, the school has introduced learning mentors to work both individually and in groups with disaffected pupils. They provide counselling for pupils and help develop social and life skills.
45. The school has very effective procedures in place to promote discipline and good behaviour. The school has a positive approach to behaviour management, publicly praising good behaviour and helpful attitudes. There is a clear system of rewards and sanctions. Pupils know what is acceptable behaviour and value the rewards. The school has a significant number of pupils with behavioural problems. It has introduced a wide range of effective strategies to deal with this situation. These include the learning mentors, and Kids Company which has trained counsellors and therapists. There are very few instances of bullying, and both parents and pupils say that they are dealt with quickly and effectively when they occur. Currently there is no anti-bullying policy or separate recording of the few incidents that occur for monitoring purposes.
46. The school has effective procedures in place for monitoring and following-up pupils' absence. Attendance has improved over the last year. The learning mentors work individually with parents and pupils where attendance is unsatisfactory. They have seen an improvement in the punctuality of targeted older pupils, due to strict enforcement of sanctions and close monitoring. The school meets the statutory requirements for the reporting of attendance, but the registers are not always accurate in recording the number of pupils who are late to school each day.
47. The required policy for child protection is properly implemented. Staff are aware of the procedures and are updated regularly. The arrangements for health and safety are secure. The premises manager is on the governing body. He is fully involved in the organising and monitoring of

procedures for health and safety. There are appropriately trained first aiders, and equipment is checked annually. A programme of risk assessments is carried out regularly.

48. At the time of the last inspection, assessment and the tracking of pupils' progress formed a key issue for action. Since then, the school has made significant improvement in its assessment procedures and in the use it makes of assessment data. Its systems are now very thorough and support pupils' achievement.

49. The school assesses pupils' attainment carefully at whatever point they enter the school. Baseline assessment in the Foundation Stage is good, and the many pupils who join the school at various points, for example, refugees and asylum seekers, are assessed effectively to establish their learning needs. The school collects and records assessment data from Years 1 to 6, especially in English, mathematics, reading and spelling. Pupils are tested twice a year using standardised tests and teachers keep thorough ongoing records of pupils' attainment in reading. The resulting information is used to review and measure the progress they have made. There are good assessment procedures in science, but these have been adopted recently, so there is no evidence of how well they are being used. Teachers assess pupils in all the other subjects of the curriculum, in terms of whether they are working in line with the National Curriculum level expected, above or below it. This system is satisfactory. The school has recently begun to use a computerised testing method, known as GOAL, and is introducing it into ICT and science first of all. This provides a means of testing individual pupils at the end of units of work on the computer, and should make a highly valuable contribution to the school's overall records of each pupil's attainment.

50. Assessment data is used very effectively to decide which pupils would benefit from extra opportunities for either receiving support or being extended. Targets are set in the core subjects of English and mathematics for the whole school, classes and individuals. The targets that are set for individuals in English are precise and contribute well to pupils' progress. They act as a focus for teachers, and pupils are very aware of their targets. Opportunities are provided for pupils to discuss their own assessments and targets, and they clearly know what to do to improve. This process is further supported in English by marking that diagnoses any weaknesses in pupils' work, as well as acknowledging achievement. In mathematics, whole school and class targets are useful.

51. The school has good systems for identifying pupils with special educational needs, and uses an appropriate range of tests to diagnose pupils' difficulties. Literacy and numeracy targets in the individual education plans of these pupils are generally specific. However, some of the targets relating to pupils' personal development are much too general. For example, a target such as 'raise self-esteem' is impossible to measure and does not support teachers or classroom assistants in meeting pupils' needs. Statutory requirements for the annual review of pupils with statements of special educational needs are met.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The parents who attended the inspection meeting and responded to the questionnaire were unanimous in their high regard for the school and all it provides. They find the school very welcoming and the headteacher and staff approachable and willing to have dialogue. They think the school is very well led and managed, and that they are very well informed about their child's progress. No areas of concern were mentioned.

53. The school has very effective links with parents. It works hard to support them and to involve them in their children's learning. Hence, the parents have a high regard for the school. There is very good induction of all new parents. The ethnic minority achievement co-ordinator meets with all parents, and interpreters are used where necessary. Booklets are provided in the three main languages together with cassettes showing life in school. Another meeting takes place 6 weeks later to sort out any concerns. The Parent House offers very good facilities for parents to improve

their own skills, and it encourages parents to become involved in their own child's education. It has been successful in providing initial training for two cohorts of parents to become bilingual classroom assistants. It focuses on specific cultural groups to increase their involvement in the life of the school and their understanding of how to support their children, for example, the Bangladeshi Project. The Parent House provides a place for parents to socialise, and helps unite different groups. Learning mentors and Kids Company staff make home visits if it is appropriate, so that the school and parents can work consistently together to overcome problems.

54. The quality of information provided for parents is good. The school is able to provide interpreters for all occasions. Newsletters advise parents of activities, significant dates, and any particular issues upon which the school is concentrating. Each term, parents are told what their child will be specifically studying. Parents have the opportunity to meet with the class teacher each term. They receive helpful interim reports in the Autumn and Spring term which grade effort, progress, and standards for mathematics, and English, reading and writing. The annual report to parents gives a clear indication of what their child can do and has learnt in each subject. They provide learning targets for English and mathematics, but these are often too general to be really helpful. The governors' annual report to parents does not fully meet statutory requirements, as it has several minor omissions. The school tries to involve parents of pupils with special educational needs. Parents are invited to meetings that concern their children's provision, for instance, when individual education plans and statements of special educational needs are reviewed.
55. Parents' involvement in the life of the school is satisfactory. It is growing and varied. They are very supportive of any event that directly involves their child, such as concerts, class assemblies and special events. Attendance at the formal meetings with the teacher is very good, due to the strong encouragement of the school. There was good attendance at the 'Fresh Start' reading programme for parents and pupils. A group of parents participate in 'Winton Speak'. They receive training from the school and are beginning to work with children in the Foundation Stage to help their language development. Some parents listen to pupils read, and run the fruit club. They are very willing to contribute to special occasions, such as food for 'Ghana Week' and the Eid celebrations. However, some parents show a lack of interest in their child's learning. Only about half of the pupils do homework. No parents attended the Governor's Annual Meeting for Parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The headteacher provides a very clear and determined leadership focused on raising standards through high expectations of achievement and enrichment of pupils' lives. She is well supported by the deputy head, who plays a significant role in the management of the school. The headteacher, senior staff and governors work closely together to provide clear educational priorities for the school.
57. The school has specific aims for the academic and personal development of all pupils and is very largely meeting them, especially in pupils' personal development.
58. All members of the staff who have specific responsibilities carry them out well and play an important role in ensuring the quality of education the school provides. There is a good sense of team work, with clear lines of communication.
59. The governing body fulfils all its statutory duties and plays an important role in the leadership and management of the school. The governors are very supportive of the school and the headteacher. They are very influential, show much commitment and use their own expertise extremely well to bring extra resources into school. Key governors have a good understanding of the school's strengths and weaknesses through visits and reports from the headteacher and staff. Governors use their knowledge well in planning for the development of the school. Although there are various formal committees set up, most of the work is tackled through the organisation of the working parties. The designated governor for special educational needs visits the school frequently and talks to the special educational needs co-ordinator, so that he is aware of the school's provision and can feed back information to the governing body as a whole.

60. The headteacher and deputy head regularly monitor the quality of teaching and learning in the classroom on a formal basis, offering support and guidance where necessary. Their work, which has particular importance given the number of new teachers, has resulted in a significant improvement in teaching throughout the school. The monitoring of teaching and learning is also extended to release subject co-ordinators to observe lessons and develop their subject areas, especially for English, mathematics and science. Co-ordinators are encouraged to make a bid for release time from teaching duties for monitoring purposes, which means they have a clear idea of what they want to do and why. All teachers work effectively as a team to support curriculum planning.
61. The head, deputy and staff regularly review the school's progress in meeting the priorities of the school development plan. This has led to the clear identification of future priorities, effective action to meet the school's targets, and a shared commitment to improvement. The school improvement plan is very detailed with a long-term over-view and securely based on careful analyses by the headteacher and the staff. Staff audit their own areas and use data to set realistic targets. There are clear outlines of how each agreed aim is to be actioned, implemented and monitored. All identified priorities are carefully costed, but the financial source is not always identified. There are plans in place for new systems to be adopted in the next academic year in order to address 'school self-evaluation' and rectify any weaknesses. Given the strategies already in place and planned for the near future, the school is well placed to meet these priorities.
62. The headteacher and governors set the budget to meet the clear educational priorities identified in the school improvement plan, and they monitor spending and income regularly. The school makes satisfactory use of the new technology for administration purposes. Good use is made of the computer suite. The school puts all the monies available to good use and applies the principles of best value in all aspects of its work. The school does very well to gain extra financial resources. Specific grants received by the school for additional support for pupils with special educational need and the ethnic Minority Achievement Grant for pupils with English as an additional language, are being used very effectively for the desired purposes.
63. There are efficient systems in place for day to day administration. The administrative officer is fully involved in the life of the school, and also supports its ethos well by providing a friendly and welcoming face to all. The recent Financial Audit Report outlined some minor recommendations, which have been successfully attended to.
64. There are sufficient and well qualified teachers to meet the needs of all curriculum subjects. Unlike many City schools, the school currently has sufficient appropriately trained and experienced teachers and many have long service at the school. The teachers, voluntary helpers and support staff are drawn from diverse cultural backgrounds and between them are representative of many of the pupils' backgrounds. This provides positive role models and helps to promote understanding and pupils' self-esteem and positively contributes to the ethos of the school. The arrangements for staff induction and performance management are good. The classroom assistants are also part of the school's management performance system. This increases the senior staff workload, but supports pupils' learning and achievement, particularly of pupils who have special educational need and those who are learning English as an additional language. Staff development is effectively linked to the school priorities, national priorities and individual staff needs. This results in effectively addressing the needs of the school.
65. The school makes good use of its accommodation, which provides a stimulating and well-maintained learning environment. Both classrooms and corridors are decorated with attractive displays, which not only reward effort and celebrate achievement, but also reflect the cultural diversity of the school's community. The school has specialist accommodation for music and ICT, although the ICT suite is somewhat cramped for whole class groups. The facilities for PE are restricted and the school makes good use of local community provision to broaden the range of activities offered in this curriculum area. The all-weather sports pitch adjacent to the main building was strewn with litter and other debris. It is poorly maintained by the local authority and this limits its use. The school is proactive in seeking to develop its PE facilities, and has secured a high level of funding from Sports' England in order to build a sports' hall for the school and community to

use. One reception class lacks outdoor facilities and this inhibits the full provision of the outdoor learning and physical curriculum. Playground space is limited but is used very effectively, arranged to provide a variety of play activities and quiet areas. The use of staggered breaks and lunchtimes help to avoid overcrowding.

66. The school has successfully addressed the need for more resources to support further development in geography and these are now good. All subjects are well resourced, and the school makes very good use of all resources available locally.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to improve the work of the school further, the headteacher, staff and governors should:

(Each is followed by a reference to the paragraph(s) in which it is discussed.)

i. Improve standards in religious education by:

- teaching it as a discrete subject throughout the school; and
- regularly checking that pupils are gaining knowledge and understanding about the subject.

(see paragraphs 10, 30, 147-149)

ii. Make more use of and develop pupils' literacy skills further in subjects such as geography, history and design and technology by:

- providing regular opportunities for pupils to conduct their own research into aspects of the subjects;
- encouraging pupils to record in writing their skills, knowledge and understanding in each subject; and
- setting higher expectations in the use of reading and writing for the older pupils in the mixed age-group classes.

(see paragraphs 31, 34, 97, 118-119, 123, 126, 131)

iii. Further raise standards in music by providing more opportunities for pupils to:

- compose their own musical patterns and ideas;
- explore how time and place can influence the way music is created; and
- use ICT to capture, change and combine sounds.

(see paragraphs 137, 139-143)

68. In addition to the key issues, the following less important weaknesses should be considered for inclusion in the action plan. Each is followed by a reference to the paragraph(s) in which it is discussed.

- For the governors' annual report to parents to fully meet statutory requirements.

(see paragraph 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	8	32	13	2	0	0
Percentage	6	14	55	22	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	26	293
Number of full-time pupils eligible for free school meals	8	178

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	92

English as an additional language

	No of pupils
Number of pupils with English as an additional language	209

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	28

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	17	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	14	15	16
	Total	28	30	32
Percentage of pupils at NC level 2 or above	School	78 (68)	83 (77)	89 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	16
	Girls	14	14	15
	Total	28	28	31
Percentage of pupils at NC level 2 or above	School	78 (70)	78 (86)	86 (82)
	National	85 (84)	89 (88)	89 (88)

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	19	17	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	17
	Girls	12	14	16
	Total	23	28	33
Percentage of pupils at NC level 4 or above	School	64 (78)	78 (69)	92 (72)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	12	12	13
	Total	23	25	27
Percentage of pupils at NC level 4 or above	School	64 (64)	69 (72)	75 (58)
	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	27
Black – African heritage	50
Black – other	3
Indian	5
Pakistani	3
Bangladeshi	41
Chinese	7
White	60
Any other minority ethnic group	51

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)	16.8
Number of pupils per qualified teacher	26.6
Average class size	

Education support staff: YR– Y6

Total number of education support staff	13
Total aggregate hours worked per week	261

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	11.8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
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

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	2000-2001
	£
Total income	1115520
Total expenditure	1123496
Expenditure per pupil	3822
Balance brought forward from previous year	76843
Balance carried forward to next year	68867

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	330
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	54	46	0	0	0
Behaviour in the school is good.	53	44	3	0	0
My child gets the right amount of work to do at home.	54	41	5	0	0
The teaching is good.	67	31	0	0	2
I am kept well informed about how my child is getting on.	56	39	2	0	3
I would feel comfortable about approaching the school with questions or a problem.	72	28	0	0	0
The school expects my child to work hard and achieve his or her best.	70	28	2	0	0
The school works closely with parents.	57	41	2	0	0
The school is well led and managed.	74	26	0	0	0
The school is helping my child become mature and responsible.	65	32	0	0	3
The school provides an interesting range of activities outside lessons.	63	32	3	0	2

Only 25 parents attended the meeting but they were very positive about all aspects of the school's work. They mentioned many strong features of the school's work, such as the good support for and involvement of parents, and the way in which staff are very approachable if parents have concerns or want to know more about how their child is progressing. Parents were delighted with all the experiences the school offered their children and the opportunities it gave them to go on visits and work with a range of visitors within school.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. The nursery caters for 37 three to four year-olds, of whom 15 attend full-time. Children are admitted to the nursery the term after their third birthday and to the two reception classes in the September and January following their fourth birthday. The nursery is staffed with a teacher and a full-time nursery nurse. One full-time nursery nurse and two part-time classroom assistants effectively support the reception classes in all activities.
70. Most children's attainment on entry to the nursery is particularly low in communication and language, and well below average in most areas of learning when they transfer to the reception classes. Most children have English as an additional language and many speak little or no English when they first start school. Due to the provision of a well-structured programme of work and good quality and range of opportunities for learning, children show very good gains in learning and most children reach the expected standards in the areas of personal, social and emotional, physical and creative development. They achieve well and attain many of the standards in communication, language and literacy, mathematics and knowledge and understanding of the world. They do particularly well in their mathematical learning. However, due to the very low start, the overall standards are still below in these areas by the end of the Foundation Stage. Children with special educational needs receive well planned support to enhance their progress. Children who are learning English as an additional language, receive well focused support and soon acquire enough spoken English to function adequately within the classroom. Both these groups make good progress over time.
71. The nursery and reception staff plan together to provide consistency of approach. They provide activities for children that are relevant, imaginative and enjoyable. They plan effectively to include all aspects of the early years' curriculum. The outdoor provision is good in the nursery, but it is available for one of the reception classes only. Currently the staff attempt to overcome this deficiency by organising 'open times' for the reception classes. The curriculum in the reception classes closely links with the work children will encounter in Year 1, for example, the work based on the principles of literacy and numeracy strategies. Teachers' short-term planning in both nursery and reception classes, includes clear learning objectives for all areas of learning.
72. The procedures to monitor and assess children's progress on a regular basis, are good and well established as part of planning in both nursery and reception classes. Assessments that take place on entry to the reception class are used particularly well to link work with what children can and cannot do. There are consistent procedures for assessing children on a day-to-day basis, in order to check and record their on-going progress and to plan for their specific learning needs. These findings represent significant improvements since the previous inspection.
73. The overall quality of teaching is very good in the nursery class and sometimes excellent. It is good in reception classes. This is an improvement from the previous inspection. In the best lessons, the staff carefully plan to provide an imaginative range of activities with clear intentions. Their expectations of work and behaviour are appropriate and the tasks match well to children's level of attainments and skill. In all lessons, teachers show good knowledge of how young children learn and adopt a stimulating approach to teaching. They have appropriate expectations of work suitably linked to children's prior attainment and use the available time effectively to reflect and consolidate knowledge. In most lessons there is good emphasis on encouraging and developing 'talk' through children's role-play and active interaction. For example, the 'Grocery Shop' and 'Mrs Wobble's Café' in the nursery, and 'Fairy Tree House' and 'Post Office' in the reception classes, provide opportunities for children to discuss what they are doing and acquire new vocabulary. Teachers skilfully manage children and make appropriate use of praise and encouragement. Parents are fully involved and effectively guided prior to the school admissions. Homework in the form of borrowing books is used particularly well in the reception class to enhance children's progress in reading.

Personal, social and emotional development

74. Children in the nursery settle down quickly and feel both happy and secure. By the time they leave the reception class, most children successfully attain the national expectations in this area. This reflects good achievement and the skilful teaching of the staff. For example, children make good progress as they learn to share and take turns. They are constantly encouraged to feel confident about what they can achieve in a variety of learning situations, such as sharing refreshments daily in both nursery and reception classes. Children of all different backgrounds generally work and play in harmony. A good example was observed in the reception class where children were engaged together in building the wall and role-playing Humpty Dumpty alongside each other. Children are effectively taught the difference between right and wrong and guided to behave sensibly at all times. They show consideration and respect for property and each other. The staff act as good role models for children and explain clearly what is expected of them. Children are helped to form good relationships with others, through many good opportunities to work in pairs or as part of a group. Most children are attentive and eager to learn, and enjoy sharing their work with any available adult. They participate enthusiastically in teacher-led and self-initiated activities. The teaching of this area is mostly good. Children are purposefully occupied and skilfully managed. However, while most children behave well at all times, the behaviour of a few children in one of the reception classes was noted as unacceptable, and they needed consistent reminders about obeying class rules.

Communication, language and literacy

75. Despite good teaching overall, the proportion of children at an early stage in language development means that only a small minority of the more able children is expected to reach the early learning goals by the end of the reception year.
76. There is very good teaching in the nursery to develop children's speaking and listening skills. Instructions given by staff for activities are very practical. Demonstration and use of visual information enables all children, including those new to English, to understand what they have to do. The adults develop children's communication by providing good role-models in the way they talk to each other and to children. Teachers question children in small groups and individually and listen carefully to what they have to say. Children learn the new vocabulary and the appropriate way to say something. As a result they are not inhibited to talk to each other or adults as they play.
77. There is very good teaching of early literacy in the nursery. Children arrive in the morning and collect their name cards for registration. All resources are carefully labelled to show children where every thing goes. There is a menu and an order book for meals in the café. Excellent learning was noted when the nursery nurse skilfully used the stuffed toy of a Toucan and picture cards to develop children's understanding and the new vocabulary of their favourite story, 'Go tell it to the Toucan'. In another excellent lesson, the teacher effectively used the story, 'Walking Through the Jungle' using lots of gestures and body language to reinforce meaning. Children were highly motivated, followed the story with great interest and absolutely loved the dramatic ending. A few children write their names, but most others are still at the early stage of making marks on paper.
78. Effective support for speaking and listening continues in the reception classes. Teachers plan well to develop children's talk and extend their vocabulary. They constantly encourage them to describe what they are doing, for example, when building with bricks or working on a collage. There are appropriate opportunities for children to listen and respond to stories, songs and rhymes. For example, in one lesson, children listened to a taped story of a lion and were then encouraged to answer the associated questions using appropriate vocabulary. A range of good quality resources are used to support children's understanding. Teachers consolidate children's knowledge of phonics and enabled them to form letters correctly through good direct teaching. The reception children start to link sounds with letters through language games. They name most letters of the alphabet and through daily practice learn and consolidate new sounds each day as part of literacy sessions. Staff show that they value children's efforts at communicating. Most

children talk interestingly about their experiences and develop new vocabulary at the same time. Children are effectively supported to form letters and words correctly. Very good progress is made when adults work in small groups or in one-to-one situation to give children individual attention.

79. Most children in the reception classes are gaining satisfactory control in developing early writing skills. They draw and paint with increasing control. Most children write their own name without help. The introduction of the literacy strategy is making a significant impact and helping children to improve. Children develop new vocabulary as they collectively discuss pictures in the storybooks. Parents in the reception class are encouraged to share books with children daily and record their comments. The system of regular exchange and sharing of books effectively enhances children's love for books and ability to recognise words. By the end of the reception year, a few begin to recognise simple everyday words and write short and meaningful sentences with a little support. Good use is made of pupils' home languages on displays.

Mathematical development

80. Teaching of this area is good throughout the Foundation Stage and as a result children make good progress from the low level at entry. A significant few are on course to achieve many of the early learning goals; nonetheless, the majority are not expected to reach the early learning goals by the end of the reception year.
81. In the nursery, children match, sort and count using every day objects. They recite number rhymes and sing songs to help them learn numbers. Some children know basic shapes, count accurately and are adept at mathematical puzzles. Most others are not yet secure in counting reliably to ten. A few children recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water.
82. In the reception classes, they learn about the basic two- and three-dimensional shapes. In a good lesson children were noted making repeat patterns using beads and shapes. Children acquired the concept successfully through participating in a variety of activities such as sponge printing with flat shapes and arranging two solid shapes. Those working in a small group with an adult showed better progress. Children learn to make simple comparisons and use words such as 'bigger than', 'smaller than' and 'middle-size'. Some older children describe objects by position, shape, size, colour and quantity when working with large and small construction equipment. Most children count and order accurately up to 10 and a few recognise numerals by the end of the reception year. Suitable opportunities are planned for children to make representations and write the number symbols correctly. A few more able children count beyond 20 and recognise all numerals, however, they do not get enough opportunity to record what they have learnt.
83. Teachers provide opportunities to count people or objects. For example, counting children present or children who like green shorts, etc. However, most children demonstrate limited knowledge and understanding of how to solve simple problems involving addition and subtraction, and use vocabulary such as, 'add one more' or 'take one away', 'how many altogether' and 'how many left'. The effective use of number rhymes and songs further enhances pupils learning.

Knowledge and understanding of the world

84. While the children are getting good experience for developing this area of learning, the poor level of knowledge on entry of many children remains a factor in their overall achievement. Most children have had very few experiences of the wider world. Their lives are centred around their homes and families. Adults support children's understanding through opportunities for them to explore with everyday objects of interest in the home corner and play-kitchen, and encourage learning of for example, how children have grown since they were babies. Teaching is particularly good for exploring and investigating. In the nursery children are invited to predict what will happen to the jelly when hot water is added, or after it has cooled in the fridge. Children have little understanding of the change to materials but thoroughly enjoy the experiences. Teachers plan activities to broaden children's vocabulary and knowledge of things around.

85. Reception children are well prepared to use their senses to recognise the smell and the taste of substances. The practical activities such as using the magnifying glass to note details in natural objects, such as the crystal or a shell fascinates children and they begin to talk interestingly about their experiences. Children work with sand, water and play-dough, and freely explore properties of malleable materials. They use paint and mix different colours, but most do not yet name basic colours correctly. In the nursery children learn about the environment they live in. A stimulating display of a local street with houses, shops and people is very useful in practising the related vocabulary. Teachers have skilfully used photographs of children and street features to make it attractive and interactive. Reception children further develop their knowledge and name all features of the face and other parts of the body. Children use different materials, such as paper, textile and develop cutting, joining, folding and building skills. They have opportunities to build with construction materials for example Lego and Duplo, but they have not sufficiently developed skills in asking questions to find out how things work. Most children demonstrate developing computer skills expected for their age. They show increasing control in the use of a mouse, to move items on the screen. There is effective adult intervention in activities and encouragement for children to explore new ideas.

Physical development

86. Children are on course to meet the early learning goals in this area. There is good teaching to promote children's physical development. Outdoor provision in the nursery is used effectively, but the outdoor accommodation and resources are insufficient as one of the reception classes does not have the opportunity for free access to outside play. The range of large and small outdoor resources such as, bikes and prams and a sand pit, is well planned to promote children's physical skills in the nursery. In the main school hall children learn to be aware of space and develop co-ordination and control in movement. By the time they reach the reception classes, children have learnt to use space well and gained good control over their bodies. Children are encouraged to undress independently, managing buckles and buttons and put shoes on the correct feet. Reception children play with construction toys and most children demonstrate reasonable hand and eye co-ordination. They hold pencil correctly and paint carefully with brushes. They are developing confidence in the use of different tools such as scissors and joining materials such as glue. The range of opportunities for this area of learning, are suitably planned to provide progression of skills. Children are often taken to the park near the school where they have opportunity to use a variety of apparatus to practise swinging, sliding, climbing or rolling down the hill developing control and confidence. Some children are quite adventurous. They climb high and swing standing up. They extend vocabulary such as, high, low, up, down and forwards and backwards. Teachers always provide calm and sensitive support and show very good understanding of how young children learn. They have a sensitive awareness of children's safety.

Creative development

87. Teachers provide good opportunities for creativity. The nursery children draw, paint, make collages, and invent construction using woodwork bench or large wooden blocks. They respond very well to the imaginative play in the café taking the role of waiters and customers, asking for orders and serving meals. The reception children dress up in fairy costumes and play creatively in their 'fairy flower and fruit shop'. Most children meet the early learning goals by the end of the reception class. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture, and work with a range of materials. Some examples of collage work produced by nursery children using a variety of materials are particularly good. Children sing and clap nursery rhymes and express enjoyment. The teaching in this area is very good. nursery nurses work closely with teachers and make positive contributions to children's learning in this area. Teachers ask relevant questions to extend children's vocabulary. In both nursery and reception classes, children were observed developing good control of singing voices through enthusiastically singing the songs they know well. In the reception class children benefit from opportunities of creating patterns with various mediums. Most children show obvious enjoyment, take pride in their work and talk interestingly about what they are doing. The quality of displays of children's artwork are good.

ENGLISH

88. The school's results in 2001 in National Curriculum tests at the end of Year 2 were below the national average in reading at Level 2 or above. Results were in line with the national average in writing and the proportion of pupils achieving Level 3 was above average, showing that the school's higher attaining pupils did particularly well. In the Year 6 tests, the school's results were well below the national average. The percentage of pupils gaining Level 4 was well below that of schools nationally, and the proportion gaining Level 5 was below average. However, the high rate of mobility from Years 3 to 6 makes such comparisons unreliable. A significant number of higher attaining pupils left between Years 3 and 6, and a number of low attaining pupils, including some with statements of special educational needs and others with a low rate of attendance, joined the school during Years 3 to 6. This movement of pupils impacted adversely on the school's results in Year 6.
89. In comparison with similar schools, results in reading and writing at the end of Year 2 were well above average in 2001. Those at the end of Year 6 were in line with results in similar schools. These comparisons are based on the percentage of pupils eligible for free school meals; the number of pupils eligible in this school is exceptionally high, significantly higher than many of the schools with which these comparisons are made. Furthermore, standards in English are necessarily affected by the very high proportion of pupils for whom English is an additional language, with a third of pupils at early stages in acquiring the language. When these factors are taken into account, it is clear that pupils achieved very well in the tests in Year 2 and that they did well in the tests at the end of Year 6. The trend in the school's results has been broadly in line with the national trend since the last inspection. Girls generally do a little better than boys, but the difference in the performance of boys and girls is similar to that found nationally.
90. Standards in lessons and in pupils' work are similar to those revealed by the school's test results. Standards in reading and writing are close to the national average by the end of Year 2, with evident improvement in standards in reading over the past year. Standards in speaking are below average, since so many pupils are in the process of acquiring English. In Year 6, because of the high number of pupils who arrive throughout in school with little or no English, standards remain below average overall, although some pupils are working in line with the national expectation in reading and writing.
91. Pupils achieve very well in Years 1 and 2, as a result of very good teaching. This ensures that they make rapid and consistent progress in reading, writing, speaking and listening. Pupils achieve well in Years 3 to 6 because teaching is good, and their progress is very good in some lessons. In all years, thorough assessment of pupils' attainment and effective individual target setting support their achievement. This ensures that pupils achieve equally well, regardless of their prior attainment or ethnic heritage. Pupils with special educational needs make good progress as a result of good teaching and effective support by classroom assistants. Gifted and talented pupils make very good progress in Years 1 and 2, and good progress in Years 3 to 6. Pupils for whom English is an additional language – who form the majority of the school – make particularly good progress in learning English, as a result of the very good attention teachers throughout the school pay to developing pupils' speaking and listening skills.
92. Throughout the school, pupils are very good listeners. They listen carefully in class and in conversation; they rarely need reminding to focus and pay attention. Most pupils have sufficient English to respond appropriately and many are confident to talk about their work or communicate their ideas. Older pupils are learning to express themselves thoughtfully and to use words precisely. They generally make appropriate use of many features of Standard English, but many pupils necessarily have a more limited vocabulary than pupils nationally of their age, because English is an additional language that they are still learning.
93. By the end of Year 2, most pupils are able to read simple texts competently. They can talk about what they have read. Lower attainers recognise letters and use their knowledge of letter sounds to

tackle new words. For instance, a pupil was able to sound out the word 'thundering' with little hesitation, by using their knowledge of phonics. The more able pupils talk about what they have read and use books to find information. All pupils are making very good progress with reading and this supports their progress across the curriculum. They enjoy books and apply themselves very well. The writing of the more able pupils is lively and imaginative, with twists and surprises in their stories. Words are chosen to describe and to interest the reader, as in this introduction: 'One day I bought a box of chocolate animals. When I opened the box, a jungle emerged'. Ideas are sustained in factual and imaginative writing. A range of punctuation is used accurately. Handwriting is even, though it is generally not joined. Spelling is mostly correct, and pupils use their knowledge of letter sounds to spell longer words. Average attaining pupils also choose words carefully for impact and effect. They form their letters correctly, and spelling of common words is generally accurate. Capital letters are used appropriately in most instances. Ideas are sequenced logically, demarcated by full stops and some use of question marks. Lower attaining pupils can write stories with a clear beginning, middle and end. They occasionally mix upper and lower case letters and although they use full stops, do not always realise these should come at the end of a sentence. From a very low starting point, these pupils have made very good progress in forming their letters and in structuring their ideas.

94. By the end of Year 6, the more able pupils read fluently and have a good understanding of what they have read. They are able to engage in deep discussions about a text they have studied, and can answer probing questions about events, characters and some aspects of language and techniques. Average attainers read equally fluently and can talk about the text. At times, they meet with words that are unknown to them, which reflects the fact that most are learning English as an additional language. This makes comprehension of unfamiliar texts more difficult for them, although they are making very good progress in literacy analysis and are beginning to make inferences. Lower attaining pupils read with some hesitation but are able to tackle new words effectively. They can express their opinions about a book they have read and can retell a story they have read. The more able pupils arrange their writing in paragraphs and write for a range of purposes. They can write persuasively, produce formal letters, create dialogue and reports, as well as stories and poems. They often choose words adventurously and are able to adopt a more formal style. Handwriting is joined and fluent. Words with complex regular patterns are spelt correctly, but occasionally pupils' spelling shows that they do not understand the structure of some words. This is often related to the fact that they speak English as an additional language. Pupils create suspense in their writing through careful choice of vocabulary, and are able to convey feelings in their writing. Handwriting is joined and legible; common polysyllabic words are spelt accurately. Lower attaining pupils sequence their ideas but often need to draft a piece of work several times before their writing flows. They produce shorter pieces of writing than other pupils but are learning to use paragraphs and their handwriting is neat and fluent. They use simple but effective imagery, as in this direct account: 'I remember that afternoon well. It was a hot one like the sun itself. The sky was broken little bits of clouds floating outside the school. The school gate burned my fingers. The tar on the road was melting as we made our way home...'
95. Teaching and learning are very good overall. Teaching is very good in Years 1 and 2. It is good in Years 3 to 6, ranging from satisfactory to excellent. Teachers have very good subject knowledge. They teach literacy skills very well, particularly in Years 1 and 2, where they work hard to give pupils a good start in learning to read and write. The teaching of literacy is very good in some classes in Years 3 to 6. For example, teaching was excellent in a lesson in Years 5 / 6, where questioning was very skilled and challenged pupils to think deeply about the writer's intentions in *Kensuke's Kingdom*. By asking a continuous series of probing questions, the teacher took pupils to a deep analysis of the text, developing their ability to make inferences and extending their vocabulary significantly. All teachers place much emphasis on extending pupils' vocabulary and give them opportunities to answer questions and to speak as well as listen. Furthermore, attention is given to language acquisition across the curriculum. For instance, in an excellent assembly, teachers ensured that pupils understood the meanings of terms such as 'the immaculate conception', 'repentance', 'solace' and 'reconciliation'. They acted out the meaning of 'procession' for the pupils and helped them to understand important concepts by making links between the rituals of various religions and pupils' own experience.

96. Throughout the school, teachers plan very effectively in English. They usually provide stimulating introductions, where they share learning objectives with pupils and ask probing questions that get pupils to think and check their understanding. Teaching points are consolidated effectively in plenary sessions at the end of lessons and pupils' achievement is often celebrated. Most teachers choose good methods in the main part of the lesson, when pupils often engage in written work. Where teaching is very good or excellent, work offers considerable challenge, carefully targeted to the different learning needs within the class and tasks are explained very clearly. This was particularly evident in a lesson in the Year 1 / 2 class, when pupils worked in the ICT suite, editing pieces of text. Where teaching during the inspection was only satisfactory, the teacher did not explain tasks clearly enough and chose methods that were somewhat confusing to the pupils. Pupils tried to follow the instructions they were given, to copy the format of a tongue twister, and met with some success, but did not make as much progress in writing as they could have done. Marking in English is a particular strength throughout the school and teachers' comments make clear to pupils what they need to do to improve, as well as acknowledging what they have achieved. Pupils' individual literacy targets are set out in the front of their writing books, so that they are all aware of the next stage in their learning. Time and resources, including interactive white boards, are used very effectively. Classroom assistants make a positive contribution to pupils' learning, although there is some variation in the quality of support provided. Pupils' behaviour is managed well in nearly all lessons, though, at times, teachers do not insist that pupils work sufficiently quietly and think for themselves when they are required to complete written tasks.
97. The school has made good improvement in English since the last inspection. The co-ordinators for Years 1 and 2 and for Years 3 to 6 both took on the roles quite recently. They are working energetically to raise standards and improve the quality of provision. Much work has been done to improve assessment procedures, which are now very good. The information gained from assessment is used very well in planning the curriculum, and the school has implemented the National Literacy Strategy very effectively. Weekly planning is particularly thorough and contributes a great deal to the systematic development of pupils' skills, knowledge and understanding. There are effective procedures in place for extending the more able pupils and supporting those with special educational needs. Pupils have many opportunities to go to a local theatre, poets visit the school, and teachers have attended a number of workshops. English is well resourced and is making increasing use of information and communication technology. Staff have received a wealth of training in the teaching of literacy and the school has made good use of the support that it has received from the local education authority. Whilst all teachers support pupils' language acquisition, greater emphasis in a number of subjects – including design and technology, geography, history and religious education – could provide more opportunities for pupils to practise and extend their literacy skills. The subject co-ordinators monitor teachers' planning and assessment records; it remains for them to monitor teaching and to analyse the school's test results closely to identify exactly what aspects of practice are the most effective and where further adjustment is required.

MATHEMATICS

98. Results in the national tests for pupils in Year 2 and Year 6 have been steadily improving over the past three years and are similar to those reported in the last inspection. Pupils' results in the national tests in 2001 show that overall standards by Year 2 were below to those found nationally but above average when compared with similar schools. By Year 6, test results show that overall standards are in line with the national average and are well above average when compared with similar schools. Considering that a large number of pupils speak English as an additional language, and many have special educational needs and a significant number of pupils enter and leave during the school years, the school does well to achieve standards that are in line with the national averages.
99. Since the last inspection, teaching has improved from sound to good and, as a result, progress pupils make is good, better than reported in the last inspection. The National Numeracy Strategy has been implemented very effectively and, as a result, teachers are more secure in teaching the subject. Pupils' skills in mental calculations, and the understanding and use of mathematical

vocabulary in solving word problems are developing well.

100. By Year 2, pupils' standards of work are similar to those expected nationally and over a third are working on a higher level. Most pupils, including those identified as having special needs and English as an additional language, make good progress in relation to their prior attainment and achieve well. The majority of pupils have good mental mathematical skills. Pupils understand place value to tens and units with the more able pupils working with hundreds. Most pupils recognise odd and even numbers and count confidently at least to 100 in steps of 2, 5 and 10. Lower attaining pupils work comfortably with numbers to 50, counting in 2's and 5's. They learn methods for adding 9 and 11 and double and halve numbers. The more able pupils add tens and hundreds to a given number. Most recognise and use coins to a £1 in shopping activities. They know the names of regular two and three-dimensional shapes and are developing their measuring skills well through a range of activities.
101. By Year 6, overall standards of work seen are in line with those expected and about a quarter of the pupils are working at the higher Level 5. Most pupils have developed good skills in mental mathematics and the majority work confidently with numbers in hundreds and more able pupils with much larger numbers. Most pupils have a good grasp of place value and of the four number operations and can halve and double large numbers. Pupils complete written calculations confidently, involving multiplication and division of three digit numbers by one and two digit numbers. They have a good recall of times tables and this accelerates progress. Most pupils correctly order fractions and understand the link between equivalent fractions, percentages and decimals. More able pupils use this understanding effectively to solve problems involving fractional parts of numbers and measures. Most pupils find perimeters and areas of regular and compound shapes and use formulae to calculate them. They use co-ordinates successfully to locate position and rotate regular shapes. They have a sound grasp of common weights and measures and time using both analogue and digital clocks. Most pupils can use a protractor to draw and measure angles accurately. In data handling activities they successfully interpret line and block charts and the more able know the meaning of mode, median and mean. Some of the gifted and talented pupils are working at two levels higher than expected nationally.
102. Pupils with special educational needs make good progress. This is due to the additional support they receive from the classroom assistants, which helps boost their confidence. Pupils who speak English as an additional language make good progress as a result of good teaching strategies such as use of visual materials, explanations of vocabulary and supporting pupils with worksheets that give visual clues without making the work easier in content. Relationships are good and pupils work well showing very good concentration and perseverance. Most pupils enjoy mathematics and are enthusiastic which results in positive attitudes and good behaviour.
103. The quality of teaching and learning observed was good overall, with one very good and one unsatisfactory lesson. This shows an improvement from the last inspection. Teachers have a very good knowledge of the Numeracy Strategy. This guidance is used well for planning. In most lessons, teachers identify clear learning objectives and share the purpose of the lesson with pupils so that they are aware of what they will be learning and what is expected of them. This develops pupils' interest and an awareness of their learning. The three-part lesson structure recommended by the numeracy strategy is used effectively to promote pupils' learning. Teachers give due regard to mental and oral work at the start of a lesson. Pupils enjoy these appropriately short and sharp sessions. An appropriately high proportion of direct teaching keeps pupils on tasks throughout each lesson. Teachers give good demonstrations of the topic to be learnt using good visual content. For example, in one Year 5 lesson, teacher used the white interactive board to demonstrate the value of coins to buy items using decimal point to two numbers. Pupils understood the concept and many remarked 'it is fun'; 'I like maths'; 'this way it is easy'. Teachers manage their pupils, time and resources very efficiently. Activities are usually well matched to the needs of pupils and tasks are appropriately matched to their ability. In one Year 4, lesson for gifted and talented pupils, the teacher gave pupils really challenging work at levels appropriate to their aptitude. They started by buying objects within the given budget and then found the proportion of money spent on each item as a fraction, as a decimal fraction, then as a percentage. In one

lesson where teaching was unsatisfactory, it was due to the inappropriate planning of work which was not sufficiently matched to pupils' understanding.

104. Lessons usually end with a review of what has been learnt when pupils are given the opportunity to explain their thinking and discuss what they have been learning. Occasionally these are rather short so that pupils are not given sufficient time to explain their thinking. Teachers regularly mark pupils' work and most provide helpful and supportive remarks and comments, which let pupils know how they can improve. Regular homework activities support and extend pupils' learning and those pupils who do not receive good support at home are given opportunities to attend the Homework Club. Support assistants are used very well to support groups of pupils.
105. Good use is made of ICT to aid and extend pupils' learning in mathematics. Pupils use mathematics well to assist with learning in other subjects. For example, they are involved in drawing charts and taking accurate measurements in science, using timelines in history, and taking measurement and weighing in design and technology activities.
106. The co-ordinator provides very good leadership and support to colleagues and manages mathematics well. Analysis of test results is thorough and used very well to identify any areas of weakness in pupils' learning. The co-ordinator monitors teachers' plans and half-termly assessments to identify areas for further development. This information is used very effectively to modify teaching plans, set whole school and class targets to improve learning further. There has been some monitoring of teaching and learning by the co-ordinator but this can be extended along with monitoring work in pupil's books to identify weaknesses and improve practice further. Systems for regularly assessing pupils' attainment and tracking their progress throughout the year and as they move up through the school are very well established and are very effective. There is a good range of basic learning resources in each classroom, which are of good quality and used soundly to support pupils' learning.

SCIENCE

107. In the previous inspection, standards in science for Year 2 and Year 6 pupils were judged to be in line with national expectations. Evidence from the inspection of pupils' school work and in lessons show that the standards of pupils presently in Year 2 are overall below average, but by Year 6, standards are in line with national expectations. Compared to similar schools, results are above average for Year 2 and well above average for Year 6. Overall, standards have improved over time. This is because the curriculum is better organised and pupils are tested regularly to ensure they are developing a sound knowledge and understanding of the subject.
108. An analysis of work in pupils' books shows all strands of the subject are covered each year, including investigative and experimental science. However, because of the mixed age-group classes, there is a 2-year rolling programme of work. The way this has been organised means that some aspects of the subject are not covered every year and this sometimes affects standards. For example, pupils studied life processes and living things when they were in Year 1, and in the Year 2 tests they did less well in this aspect than in the other areas of science. Some units of work have good coverage, but at other times, recorded work is very limited and the older pupils in mixed age-group classes do not always record their predictions and findings well enough to reinforce their learning. However, there is good coverage in Years 5 and 6 and pupils achieve well here and reach good standards. Pupils with special educational needs receive good support from classroom assistants and make good progress alongside their peers. The many pupils learning English as an additional language benefit from the practical way in which the subject is taught and they achieve as well as other groups.
109. By Year 6, pupils conduct a range of experiments and understand the principles of a fair test. They make sensible predictions and record their results, adding their reasons for the results being as they were. They study the human body, and accurately label the parts of a flower. They conduct experiments to understand reversible and irreversible changes of materials, and describe a rock using 'scientific adjectives' such as impermeable and fossilised. They discover that the harder the force, the greater the vibrations when creating sound, and they complete a useful fact file on the earth, sun and moon.

110. Literacy skills are promoted well in that all lessons have a strong emphasis on speaking and listening. Teachers always list key words and consistently reinforce new vocabulary. Older pupils researched the phases of the moon and used a dictionary to write definitions of states of matter such as gas and condensation. Presentation is generally good, with some careful illustrations and labelled drawings. However, writing could be used to support learning more by the younger pupils. Numeracy skills are promoted satisfactorily. Pupils measure the height of a ramp, take the temperature of water, and record the time lines around the globe. However, there are few instances where results are recorded in graphs and charts and then used by pupils to gain further understanding.
111. As it was nearly the end of the term, and most of the science curriculum had been covered before the national tests were taken, it was only possible to see lessons in Years 3, 4 and 5. Two lessons were observed, one of which was satisfactory and one was good. Both provided pupils with good opportunities for practical investigations. Year 3 and 4 pupils found that the height of a ramp affected the force of friction as well as the type of surface. Pupils worked well together to conduct the experiment and all groups took an active part and understood what they were doing and why. The weekly workshops run by 'The Place' has helped these pupils to gain a good understanding of high and low friction. They use movement to explore these concepts and devise poems and phrases to help them remember, such as: "low friction slips, high friction grips". Pupils are quite clear about the reason for car wheel tread, the grooved surface round a swimming pool and why grit is spread over icy surfaces. Year 5 pupils dissolved sugar in water at four different temperatures. Good questioning by the teacher helped pupils to understand that there is a continuum from particles not dissolving at all to totally dissolving. So pupils decided to add a 'partially dissolved' column to record their results more accurately. In lessons, support staff are used well throughout the lessons to work with groups who need extra help, and there are plenty of good quality resources so all pupils can take an active part.
112. The co-ordinator is hard-working and conscientious, and has offered effective leadership. From observing some lessons and talking with pupils, she identified the need for more practical work. As a result, results in the national Year 6 tests have improved. Regular assessment of pupils' work has been introduced and used well to track pupils' progress over time. A new system is now in place that usefully levels pupils' results in termly tests to National Curriculum criteria. This will help teachers identify more clearly any strengths and weaknesses in teaching and learning. She promotes the subject well by organising Science Weeks when visitors provide stimulating experiences and older and younger pupils have the opportunity to work together on a shared project. Resources have been improved and support learning well.

ART AND DESIGN

113. Pupils' attainment in art is above national expectations at the end of Year 2 and Year 6, and some work on display is well above average. In Years 1 and 2, pupils make good progress in developing their skills in drawing and painting, and they make satisfactory progress in working in three dimensions. In Years 3 to 6, pupils continue to make good progress in developing their skills, knowledge and understanding. Pupils with special educational needs and those for whom English is an additional language make good progress. Boys and girls achieve equally well.
114. By the end of Year 2, higher attaining pupils use tone confidently and record carefully from direct observation. They attempt to show perspective in their drawings and produce lively, imaginative images. All pupils are confident in painting and drawing. They mix colours and compose their pictures so that space is used well. Pupils of all abilities have produced very effective drawings in the style of Picasso, showing an ability to recognise the essential features of an artist's style and incorporate them into their own work. The resulting display shows a strong sense of line and an emerging understanding of tone. By the end of Year 6, pupils have good technical skills which are evident, for example, in their tonal drawings and use of colour washes. They produce accurate linear drawings from secondary sources and this is apparent in displays on Ancient Greece. Watercolour studies after 'The Bathroom' by Damien Hirst show careful direct observation and the

ability to record very effectively. Pupils work well in three dimensions and can use the work of other artists effectively in their practical work.

115. Teaching is good. Teachers have good subject knowledge. Projects are interesting and provide ample learning opportunities. Pupils are given opportunities to express their own ideas and encouraged to experiment with techniques. This was evident in a lesson in Year 2, where pupils listened to music on the theme of 'the sea' and looked at a woodcut by Hokusai before using charcoal and paint to produce a picture of waves. They mixed colours and worked carefully to explore possible effects, creating some pleasing outcomes that were personal to them. Similarly, when making puppets, pupils chose from a good range of materials to produce interesting outcomes. Teachers ensure that all pupils gain a good range of practical skills and that they are able to use their artistic skills to support their learning across the curriculum. Where teaching is very good, teachers structure tasks so that pupils become deeply involved in their learning. Where teaching is satisfactory, teachers do not always develop an idea sufficiently, even though the idea itself may be very good. During the inspection, Year 5 and 6 pupils were introduced to a project that involved designing a hat. This was an intrinsically motivating activity but pupils engaged with it in a relatively superficial way, because it could have been introduced to them more effectively. Teachers provided a useful initial stimulus by showing pupils a collection of hats from around the world, but did not back this up by using a range of visual references to extend their ideas further. Pupils began to design without giving much thought to the possibilities, without researching the topic for themselves, and were not required to produce a series of designs from which to make a final choice. All pupils use sketchbooks and some do so in an imaginative way, collecting images and experimenting with visual ideas. Many pupils need to be taught the skills of using a sketchbook to full effect.
116. The school has sustained and built upon the strengths reported at the last inspection. The regular co-ordinator is on temporary leave, but the teacher who is co-ordinating the subject in her absence is providing enthusiastic support to other teachers and working to take the subject forward. She monitors planning and samples pupils' work but has not had a chance to monitor teaching. Curriculum planning is good and assessment is satisfactory. Pupils have opportunities to experience a wide range of processes and techniques, with a strong emphasis on studying art and craft from around the world. Attractive displays of pupils' artwork celebrate their achievement and provide a stimulating learning environment. The curriculum is enriched by a significant number of visits to galleries, by involvement in projects outside school, opportunities to work with visiting artists and to attend art clubs. The school has strong links with the nearby Crafts Council and with Islington Gallery and uses these to very good effect.

DESIGN AND TECHNOLOGY

117. Because of the timetable arrangements, only one lesson was seen during the inspection. Very few samples of work were available for scrutiny. Judgements about pupils' standards of work is based on the work on display, an analysis of teachers' plans, and discussions with pupils and members of staff.
118. Standards of work seen are below national expectations by the end of Year 2 and Year 6. The school has not maintained the satisfactory standards reported in the last inspection. Pupils including those with special educational needs, and many for whom English is an additional language, do not make sufficient progress over their time in school. The few design and technology projects followed during the year are not covered in sufficient depth. Pupils focus mainly on the 'making' aspect of their models. There is not enough emphasis on developing knowledge and skills at the planning and designing stage by generating ideas and looking at other similar products, particularly in the infant classes. The required skills are not planned and taught systematically across the school. The school has recently adopted the national guidance in the subject, but the arrangements for managing the curriculum for mixed age classes are not wholly effective in design and technology. There are insufficient differences in what two age groups are expected to achieve, particularly in respect of the written element of the curriculum.

119. Pupils in Year 2 have worked on making puppets earlier this year. Pupils in their discussion demonstrated little knowledge of work in the subject. With a little support they could name different types of puppets they have come across. They could name materials used for joining purposes, such as sewing, cellotape or glue. They acquire skills such as cutting, shaping and joining. Pupils pay appropriate attention to neatness and detail in their finished products. However, they do not consistently plan and design products or evaluate these to identify improvements.
120. In the one lesson observed, pupils in Year 3 and 4 were working on the picnic boxes they had started a few weeks ago. With the exception of a few pupils who followed their plans to measure and make boxes, most others used ready-made boxes to work on and decorate. Pupils' level of pace and productivity is too slow and they do not use sufficient accuracy and detail in their designs. Pupils in Year 5 and 6 made Pandora boxes this year. Some of these on display were well finished and indicative of pupils' developing skills in measuring and marking out accurately. Some pupils worked on making battery operated structures using wheels and axles. In their discussion pupils also recalled their experience of making biscuits. However, pupils' knowledge and understanding of the design process and independently choosing from a range and variety of building and joining materials are insufficiently developed. Opportunities for evaluating products, to consider appropriateness of size, power and strength are limited. There are no examples of using computers in the design process.
121. The co-ordinator responsible for the development of design and technology across the school is aware of the need to raise profile of the subject as part of the whole school curriculum. A format for assessing pupils' progress in the subject has been recently introduced. However, the monitoring role of the subject co-ordinator is not extended to include monitoring of standards in teaching and learning. Resources are adequate in range and quality and organised centrally.

GEOGRAPHY

122. Standards in geography by the end of Year 2 and Year 6 are below national expectations. These were also the findings at the previous inspection. However, pupils enter school with very limited knowledge and understanding of the world. The school provides them with a wide range of practical experiences, as well as visitors and visits, and pupils achieve at least satisfactorily given their prior knowledge.
123. From an analysis of pupils' work, the younger pupils show an understanding of the countries in the United Kingdom and some important cities in each. They label a map and refer to the co-ordinates to locate the cities. Through a project on Islands, they further develop their map skills by drawing an imaginary island and including a key to identify the main human and physical features. They use travel brochures to select a country and write a simple description about why it is worth going there for a holiday. However, pupils have limited understanding of geographical vocabulary and find it difficult to describe what places are like in terms of landscape, jobs and weather. Most of their recording is done on worksheets, which are kept in a file without a clear order. This makes it difficult to monitor the work and to check pupils are making sufficient gains over time in their learning. However, there are some attractive class books and wall displays in which pupils' work is displayed and valued.
124. By the end of Year 6, pupils gain a good understanding about life in other countries. Year 3 and 4 pupils study life in a Ghanaian village by receiving regular updates from the headteacher during her visit there, completing research about the area and exchanging information with the village school. Older pupils study maps of their own locality and understand how to use a key. They gain an awareness that human have a significant impact on the environment by putting up buildings, creating traffic pollution, and causing too much rubbish. They also know humans make a positive impact by planting trees and improving the quality of flats and apartments. They have less understanding of the impact on the environment made by physical features such as rivers. No evidence was seen of pupils using fieldwork techniques or of analysing data about two locations and drawing conclusions, as expected in the curriculum. Pupils say they enjoy this subject, particularly when supported by visits and the residential trips to the Isle of Wight and Essex.

125. The quality of teaching was good in the three lessons observed. Year 2 pupils had visited a manor house and farm, which gave them a good opportunity to experience the environment, sights and sounds of the countryside. The teacher used aerial photographs effectively to reinforce the new vocabulary gained on this visit and, through good questioning, helped pupils identify the similarities and differences between the countryside and a city scene. The work was further developed by introducing a large aerial photograph of a seaside, as they are also studying this environment, prior to a visit to Brighton. Each pupil had a label to place on the correct location on the map. Pupils learning English as an additional language benefited from this good link between vocabulary and pictures. A practical approach also led to good gains in pupils' understanding in Year 3 and 4. By taking them to the roof garden, they could understand the concept of land use by identifying different examples in the local environment around them. In Year 5, the teacher made good use of the pupils own backgrounds to locate continents and countries around the world. The 'white board' was used effectively to label the highest mountain in each continent and also to introduce key words when describing weather patterns. Definitions had been muddled, so pupils had to think carefully what was a snowstorm, blizzard and snowdrift. This clarified their understanding well.
126. Literacy and numeracy skills are used satisfactorily to support pupils' learning. Year 2 conducted a traffic survey using a tally chart, which they used to create a bar chart using ICT. They wrote a postcard to describe what they had done during a seaside holiday. Older pupils conduct research to find the highest mountain in each continent and Year 6 wrote a detailed account of a rainforest. There is always a good emphasis on key words linked to each unit of work, and many discussions take place. Generally, however, little writing is done to reinforce pupils' understanding.
127. The co-ordinator offers effective leadership and management. The previous inspection identified a weakness in resources for the subject. The co-ordinator has worked hard to make the necessary improvements, and resources are now good and easily accessible. She has very good links with local museums and resource centres and makes use of these to arrange appropriate trips and workshops to reinforce pupils' learning. She is responsible for ensuring pupils' work is displayed with care and pride. The recent football World Cup was used effectively to increase pupils' knowledge about other countries and a very pertinent display about refugees helps pupils understand the issues of interdependence and the movements of people. She works alongside class teachers to evaluate the implementation of the agreed curriculum. A useful and simple system is in place to assess pupils' learning against the main objectives for each unit of work. It is easy to see which pupils need extra support when they next meet a particular aspect of geography and to check teaching has been effective for most pupils.

HISTORY

128. Standards in history by the end of Year 2 and Year 6 are below national expectations. This is not significantly different to the findings of the previous inspection. Pupils enter school with very limited knowledge and understanding of the world. The school provides them with a wide range of practical experiences, enhanced by visits to various museums and sites, and pupils achieve at least satisfactorily given their prior knowledge.
129. From an analysis of pupils' work, the younger pupils begin to develop a sense of chronology by drawing a family tree of themselves, their parents and grandparents. They order a set of trains, cars and household cleaners by time, accurately making their decisions from how each looked, what materials they were made from and how they worked. They look at a range of old household items and understand how these have changed over time and why. They study old photographs of the sea-side and discuss the similarities and differences in dress, buildings, entertainment and the way of life between then and now. Pupils say they use books, pictures, visits to museums and talking to people to find out about things that happened long ago. Apart from a written account about 'Lord Winton', there is little other evidence of pupils learning about significant men, women and children from the history of Britain and the wider world, though some of this is covered in assemblies.
130. By the end of Year 6, pupils have studied different significant periods, such as the Vikings, the Victorians, the Ancient Greeks and the Aztecs. However, they have a very weak sense of their

chronological order and tend to place them in the order in which they were learnt. Teachers do have time lines in the classrooms, and, on a visit to a museum, pupils studied maps of the local area from 1740, 1889, 1946 and 2001, but the long-term overview is not secure. Pupils have studied their local area and know some of the major changes that have taken place and some of the famous people who were residents, such as Grimaldi the clown. They recall a range of relevant facts about aspects in the way of life of the Aztecs, but do not use dates and historical vocabulary to describe these. Pupils have a good understanding about the diversity of peoples and cultures in Britain. They refer to Britain being conquered and conquering other lands, why refugees seek to live here, why groups have the right to immigrate here and also that many British people chose to move to places like America and why. They describe using books, the internet, visits to the ruins and museums, the use of letters and pictures to learn more about the past.

131. Literacy is used effectively at times to promote interest and understanding , such as using the story of 'Eric the Viking' as a starting point to the project. Year 4 wrote a good account about a Viking raid entitled 'Terror from the Sea' and Year 3 imagined being a victim of the plague. However, this good quality work to enhance understanding is limited and much use is made of worksheets. Good use is made of ICT for research and in teaching. Art is often used to aid learning, as in the close observations of artefacts, or to reinforce knowledge, as when Years 3 and 4 painted their own miniatures in the style of the Stuart period.
132. Only two lessons were observed. The quality of teaching and learning was good in one and satisfactory in one. Teachers made good use of resources to promote historical understanding. Year 3 and 4 pupils learnt about Martin Luther King by using a book of artists' illustrations of his famous speech. This helped them appreciate the difference between primary and secondary sources. Year 6 pupils studied a good range of interesting Aztec artefacts and devised a set of questions about one of these, from which to conduct research using books and the internet. In both lessons, pupils' interest was captured which enhanced their learning.
133. The co-ordinator offers effective leadership and management. She has very good links with local museums and resource centres and makes use of these to arrange appropriate trips and workshops to reinforce pupils' learning. She is responsible for ensuring pupils' work is displayed with care and pride. A useful and simple system is in place to assess pupils' learning against the main objectives for each unit of work. It is easy to see which pupils need extra support when they next meet a particular aspect of history and to check teaching has been effective for most pupils. The school has made satisfactory improvements since the previous report, when some teaching of the subject was judged unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

134. Attainment in ICT is in line with national expectations by the end of Year 2 and above expectations by Year 6, with some examples of high attainment. Progress is good in Years 1 and 2 and very good in Years 3 to 6. All pupils, including boys and girls, pupils with special educational needs and those for whom English is an additional language, make equal progress.
135. In Years 1 and 2, pupils use computers to edit text, to sequence images to tell a story, to draw pictures and to present data in the form of pictograms. They are developing good keyboard skills, control the mouse well and many know how to open and close programs. In Years 3 to 6, pupils are becoming confident users of a range of ICT programs and applications. They are learning to use spreadsheets, databases and a range of word processing and desktop publishing software. They have had some opportunities to send e-mails and many pupils use the Internet to find information, either at home or at school. Pupils in Years 5 and 6 are becoming competent users of PowerPoint and have produced a short 'movie' using video editing techniques. In this project, they are working well above national expectations for their age. They move in and out of programs confidently and can talk about the way they have combined images and text, or created links between pages. Many pupils have an in-depth knowledge of how effects can be added and imagery manipulated. Gifted and talented pupils are being rapidly extended. A gifted and talented pupil in Year 4 contributed to designing a website in a project taking place in another local school, and can talk about the hyperlinks that he used to link the pages together.

136. Teaching is good and in some lessons that focus primarily on the teaching of ICT skills, it is very good with excellent features. Teachers are confident in using a range of software and equipment, and are able to apply ICT to learning across the curriculum. In a number of lessons during the inspection, teachers used interactive whiteboards very well to support teaching and learning. Learning objectives are clear and lessons are carefully planned to support a range of prior attainment. In a Year 5 lesson, led by the Education Action Zone co-ordinator, pupils made very good progress in developing a multi-media presentation as a result of the teacher's excellent subject knowledge and high expectations. Pupils were very keen to learn and eager to answer questions. Higher attaining pupils readily demonstrated their skills. Both boys and girls have very positive attitudes towards ICT.
137. The co-ordination of ICT offers very good leadership. Other staff are supported very effectively and there have been significant developments in the subject since the last inspection. Pupils are being given excellent opportunities through the school's involvement in the King's Cross Education Action Zone. They have access to some excellent resources and sophisticated interactive programs that can be used across the curriculum to raise pupils' attainment. Furthermore, a part-time technical assistant is being funded to support teachers in the introduction of new computer programs. Through the Education Action Zone, the school is working in close collaboration with a group of other local schools on some exciting projects that are highly motivating to pupils and support high achievement. These are being carefully integrated into the curriculum and ICT coverage has been mapped to ensure all aspects of the subject are taught across the school. It is not yet being used well enough to support learning in music, however. Pupils in Year 6 were given the opportunity to go on a trip to an ICT activity centre on the Isle of Wight and there are after-school computer clubs. The school is beginning to make use of a computerised assessment system, known as Global Online Assessment of Learning (GOAL), which is linked to the National Curriculum and will enable teachers to assess and track the progress of individual pupils. Staff have received very good training opportunities which continue to be extended through involvement in the Education Action Zone. All teachers and some support staff are to begin work next term for the European Community Driving Licence, which is an internationally recognised qualification in ICT.

MODERN FOREIGN LANGUAGES

138. Spanish was introduced in September 2001 as part of a pilot project with a local secondary school, which now has specialist language college status. Spanish is taught to pupils in Year 5 for one lesson a week. There is also an after school club for Year 6. The aim of the pilot is to encourage pupils to develop basic skills, principally speaking and listening. In the one lesson observed, pupils responded enthusiastically and were highly motivated by the dynamic and interactive teaching provided by the secondary school teachers in partnership with staff from Winton. Pupils were able to communicate using nouns and simple phrases related to food, which were reinforced in their practical cooking activity. Few opportunities for reading and writing mean that achievement in these skill areas is limited and more able pupils are not fully challenged.

MUSIC

139. There has been an improvement in the curriculum provided since the last inspection, but the standards overall remain unsatisfactory both by Year 2 and Year 6. The school has adopted the national guidance for sequential planning in the subject, but this is largely recent and there has not been enough time for it to have a significant impact on raising the standards. A few lessons were observed and additional evidence was gathered by talking to staff and pupils, and the examination of teachers' planning. Throughout the school, most pupils experience mainly singing. There are limited opportunities for instrumental work for pupils other than those few who receive regular instrumental tuition, and too few opportunities for composing, listening and appraising music.
140. Although opportunities are provided in the whole school hymn practice and daily assemblies, the pupils have not made enough progress in learning to sing tunefully and with appropriate diction and enthusiasm. This is mainly due to the lack of well-planned teaching opportunities to sing from

memory and improving control of diction and the musical elements such as phrasing and breathing.

141. Year 1 and 2 pupils were heard singing in the lower school assembly. They enjoy singing and keep in time with the others. Pupils have some opportunity to use untuned percussion instruments and develop ability to maintain a steady beat. They recognise the difference between long and short sounds but have not yet explored the structure of a rhythm through, for example, repeating rhythm patterns. Pupils do not yet recognise how musical sounds are used to create specific effects and how sounds are made in different ways. Most pupils' performing skills in singing have improved. Pupils in Year 3/ 4 classes sang a self composed song in an assembly with confidence. In a good lesson they learned about the pentatonic scale in songs and were effectively supported in their attempts to improvise their own simple tunes. In another successful lesson, Year 5/ 6 pupils used their history topic about the Aztecs to produce a melody for their own lyrics. Those receiving instrumental tuition made suitable attempts and used piano, recorders and guitar accompaniment. However, pupils do not use symbols appropriately to communicate ideas. They have limited skills of composing, recording and performing musical notations. Most pupils gain an understanding of a wide variety of tuned and untuned instruments, but they do not confidently work with them. Opportunities to listen carefully to evaluate music from other times and places, and understand the use of rhythm and other musical qualities in defining mood, are limited. Pupils are given too little opportunities to appraise and evaluate each other's work to develop their skills in this area. ICT is not used well enough to support learning.
142. The quality of teaching in the lessons observed is satisfactory overall. It was unsatisfactory in one lesson. In a good lesson observed in Year 3/4, the teacher showed confidence in knowledge of the subject and had clear objectives for the lesson. The teacher used effective questioning technique and demonstrated perceptiveness when responding to pupils' responses. In the unsatisfactory lesson, the methods and organisation of the activities did not effectively support progress or move the lesson along at a suitable pace. Teachers' planning does not focus enough on the needs of pupils to develop basic skills. There is now an agreed system in use for the on-going assessments of what pupils know, understand and can do. Most pupils show positive attitude to music. They are enthusiastic and responsive. They enjoy music and many have the potential to achieve well.
143. The co-ordinator for music has good expertise in the subject and is clear about the future direction the subject needs to take. There is satisfactory provision for extra-curricular activities in music, such as choir and recorder clubs organised on a regular basis. Overall, there is much potential for music to promote pupils' confidence and self-esteem and support their academic and social development.

PHYSICAL EDUCATION

144. As it was only possible to observe one dance lesson, one games lesson and one gymnastic lesson, no overall judgement about standards can be made. However, standards of attainment in the lessons observed were in line with those expected. Standards are good in swimming, as nearly all pupils swim 25 metres by the end of Year 6. Teachers' planning indicates that, over the school year, pupils follow a broad and balanced curriculum, which provides a suitable range of experience. The school has maintained the standards seen in the previous inspection.
145. The quality of teaching was satisfactory in two lessons and good in one. All teachers prepared a balanced lesson, with good warm up, the teaching of a technique, opportunities to practise and refine movements, then a cool down at the end. Pupils understand the importance of warming up and cooling down, and they are aware that exercise is good for them and why. In a good Year 1/ 2 lesson, the teacher planned activities to build up pupils' skills in throwing a ball and hitting it with a racquet in pairs. She used pupils' demonstrations well to illustrate good performance, and emphasised the features that made them particularly successful. This helped all pupils to make good progress, as did the good involvement of the classroom assistants who worked with small groups to help them improve their technique. Good use was made of evaluation in the Year 3/ 4 dance lesson, where pupils were encouraged to say what they liked about a particular performance and why, as well as how it could have been improved. Teachers manage pupils'

behaviour effectively, though there are times when some older pupils find it difficult to behave sensibly and to work quietly, with concentration and effort. Overall, pupils' attitudes towards the subject are good.

146. The co-ordinator offers effective leadership and management of the subject. She has arranged for pupils to take part in a range of interesting and challenging experiences, such as canoeing, the Cliff Richard's Tennis Trail, and football training run by an Arsenal representative. Talented pupils are nominated to take part in a range of sports run by the local authority after school. Close links with the local secondary school results in pupils having the opportunity to use its fully equipped gym and be taught by specialist staff. Both boys and girls have a football team and another teacher takes a Country Dance club, which culminates in a afternoon of dance with other schools to a live band. Pupils receive sports awards and teamwork stickers to encourage co-operation and good sporting attitudes. Resources have been improved and the co-ordinator has gathered a booklet of ideas to support teachers in each aspect of the subject. The school has made good improvement in PE since the previous inspection.

RELIGIOUS EDUCATION

147. Standards in religious education do not meet the expectations of the locally Agreed Syllabus at the end of Year 2 and Year 6. Pupils' achievement is poor because religious education is not taught as a discrete subject. Pupils with special educational needs and those who speak English as an additional language make similarly poor progress. The main curriculum of core units is not covered in appropriate depth. The school teaches the subject through the daily assemblies that covers mainly the additional units linked to personal and social education and citizenship, and these areas are covered well. However, there is very little recorded work in Years 3 and 4 classes and no work in other classes. As a result it is difficult for the school to ascertain whether the curriculum is fully covered as required by the Agreed Syllabus or not and also very difficult to assess pupils' progress and their attainment. The school has not maintained the satisfactory standards reported in the previous inspection.
148. Discussion with Year 2 and Year 6 pupils indicated that standards are well below those expected in the Agreed syllabus. Most pupils could not even name the religions they are supposed to study and some were totally mixed up in their knowledge and understanding of which religious communities celebrated which festivals, their customs and even the names of religious leaders. None of the pupils interviewed knew what a parable is or any of the events of Jesus' s life. However, some pupils who belonged to a faith community had some knowledge about their practices. As pupils do not record their learning it is difficult for them to reinforce or remind themselves of what they have learnt.
149. Two lessons were observed where the additional units were taught. It is not possible to make judgements on the quality of teaching overall. The co-ordinator's leadership role is unsatisfactory as there has not been any monitoring of planning, teaching, learning or standards in the subject. The resources needed to teach the subject are sufficient and are used well in assemblies.