

INSPECTION REPORT

RHODES AVENUE PRIMARY SCHOOL

Wood Green, London

LEA area: Haringey

Unique reference number: 102128

Headteacher: Mrs Christine Witham

Reporting inspector: Dr T Simpson
10428

Dates of inspection: 29th April to 2nd May 2002

Inspection number: 196167

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Rhodes Avenue
Wood Green
London

Postcode: N22 7UT

Telephone number: 0208 8882859

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Appropriate authority: The governing body

Name of chair of governors: Mr Steve Cavalier

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10428	Dr T Simpson	Registered inspector	Science	The school's results and achievements How well is the school led and managed?
09391	Mrs N Ball	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
24342	Mrs D Franklin	Team inspector	History Music The Foundation Stage	How well does the school care for its pupils?
15023	Mr A Haouas	Team inspector	Information and communication technology Geography Physical education	How well are the pupils taught?
24891	Mrs J Johnson	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
1963	Mrs S Raychaudhuri	Team inspector	Design and technology Art and design Religious education Equal opportunities Special educational needs	
4486	Mr M Weller	Team inspector	English English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rhodes Avenue is a large primary school serving part of Wood Green in North London. The pupils largely live in owner occupied accommodation. There are 464 pupils on roll, including 115 who are in nursery or reception classes. This latter group is described as being in the Foundation Stage. There are slightly more boys than girls on roll. About 19 percent of the pupils are from ethnic minority groups, which is above average. There are 71 pupils in the school for whom English is an additional language and 13 of these are at an early stage of English language acquisition. The percentage of pupils entitled to free school meals is below average. The percentage with special educational needs is below average, but the percentage with statements of special educational need is average. Attainment on entry is above expected levels overall. Two classes from the Blanche Neville school for the hearing impaired are based at Rhodes Avenue and the pupils concerned are integrated into a number of lessons and activities.

HOW GOOD THE SCHOOL IS

This is a very effective school. By the time they reach the end of Year 6, pupils have attained standards which are well above average in English, mathematics, science, art and design and music, and their overall achievement has been good. Pupils are well supported by staff and their attitudes, values, behaviour and personal development are very good. Teaching and learning are good or better in most lessons. Overall management at the school is very good. The headteacher and staff have a very high level of shared commitment to improvement and the capacity to achieve this. Improvement since the last inspection has been very good. Although its costs are above average, the school provides good value for money.

What the school does well

- The pupils reach well above average standards in the key subjects of English, mathematics and science by the time they leave the school. They also reach well above expected levels in art and design and in music.
- Teaching is good overall and a high proportion is very good or excellent, which has a positive effect on standards and on the quality of the pupils' learning.
- Provision for pupils' personal development is very good and they are well cared for.
- Provision for pupils with special educational needs and for those with English as an additional language is very good and as a result most of these pupils achieve very well in relation to their prior attainment.
- Leadership and management are very good and this is having a significant impact on the school's overall improvement.
- This is a very inclusive school and all pupils have full access to the curriculum and to all areas of school life.

What could be improved

- Not enough use is made of information and communication technology to support learning in other subjects of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then it has made very good improvement overall. Standards are higher in most subjects. Management, teaching and learning, curriculum provision and the provision for pupils' personal development have all improved significantly. Assessment systems and the procedures for child protection and for promoting pupils' health, safety and general well-being are now much better. There are now more extra-curricular activities. The school is much more popular with the parents. However, poor punctuality on the part of a number of pupils has not improved – despite the efforts of the school.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	A	A	A	B
Mathematics	A	B	A	B
Science	B	B	B	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

This table indicates that Year 6 assessment results (SATs) in 2001 were above the national average in science and well above it in English and mathematics. Results in the same year's tests of pupils at the end of Year 2 were above average in writing and mathematics and average in reading. The school has carried out much data analysis and used the information gained to target specific groups of pupils. This has had a positive effect on raising standards even further – particularly in science and for higher attaining pupils. Current standards in English, mathematics (including literacy and numeracy) and science at the end of Year 2 are above average, with particular strengths in reading and speaking and listening. At the end of Year 6, they are well above the national average in all three subjects. When they enter the school, pupils' attainment is above expected levels in all areas except for writing, which is at the expected level. Their achievement is sound in reception and in Years 1 and 2. There is a greater focus on academic success in Years 3 to 6, and here their achievement is good. Pupils with special educational needs and those for whom English is an additional language have well targeted support and achieve very well overall. There is no significant difference between the achievement of boys and girls. The school's trend in improvement is below the national trend. This is because the school's results are already above or well above average. Appropriately high targets have been set for further improvements in literacy and numeracy and these are on course to being met. Standards in art and design are well above the expected levels throughout the school. Standards in music are well above the expected levels in Years 3 to 6. (It was not possible to see any lessons in Years 1 or 2). Standards in history throughout the school and in religious education and physical education in Years 3 to 6 are above the expected levels. Standards in information and communication technology and geography throughout the school, and in physical education in Years 1 and 2 are as expected. It was not possible to make judgements on standards in religious education in Years 1 or 2, or in design and technology throughout the school as there was not enough evidence available.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – the pupils enjoy coming to school and apply themselves very well to their work.
Behaviour, in and out of classrooms	Very good – the pupils know what is expected of them and they respond accordingly.
Personal development and relationships	Very good – pupils mix very well and are happy to take on responsibility. Very good relationships at all levels are a major strength of the school.
Attendance	Satisfactory overall – there is no unauthorised absence. Despite the efforts of the school a number of pupils regularly arrive late.

Pupils like school and are keen to do their best. They show a good awareness of the needs of others and have a good understanding of the standards of behaviour expected of them. They mix well in lessons and at play and there is a real sense of inclusion of all pupils in the school. Overall, the pupils' very

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

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; satisfactory; unsatisfactory; poor; very poor. ‘Satisfactory’ means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good and this is having a positive effect on pupils’ learning and on the standards they are reaching. There are examples of very good teaching at all stages of education in the school with particular strengths in the teaching of English (including literacy), art and design and the performing arts. Mathematics (including numeracy) is also taught well. There are examples of excellent teaching in several subjects including English, mathematics, art and design and music, and in these lessons, the pupils make particularly good progress. Strong features of the teaching at the school include the high expectation and very good management of pupils’ behaviour. These contribute well to the calm and purposeful atmosphere that is found in most lessons. Another high quality aspect is the range of methods employed. Activities provided for the pupils are interesting, motivate them well and contribute positively to their pace of learning. Pupils with special educational needs and those for whom English is an additional language are taught very well, which impacts positively on their progress. There is a good level of challenge in most lessons, questioning, for example, being used effectively to extend pupils’ thinking. Conversely, in an occasional lesson, tasks are set which are not finely enough matched to the needs of pupils of different attainment levels, which adversely affects their potential progress. Overall, however, the quality of the teaching at the school meets the needs of the pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provision is very good. The pupils are provided with a rich range of learning opportunities.
Provision for pupils with special educational needs	Planning and provision for pupils with special educational needs are very good and most make very good progress in relation to their prior attainment.
Provision for pupils with English as an additional language	Very good – these pupils are well supported and make very good gains in their English language acquisition.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils’ moral, social and cultural development is very good, while that for their spiritual development is good. This is preparing pupils well for life in an ethnically diverse society.
How well the school cares for its pupils	There are good assessment procedures in place which enable the school to effectively track the progress of the pupils. All pupils are very well cared for by staff and as a result feel happy and confident in the school.

The school works very well in partnership with the parents and nearly all are very satisfied with the provision it makes for their children. All statutory requirements in respect of the curriculum are met. Child protection arrangements and those for promoting and monitoring appropriate behaviour are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall management at the school is very good. The headteacher and staff have a very high level of shared commitment to further improvement and the capacity to achieve this.
How well the governors fulfil their responsibilities	The governing body is knowledgeable, enthusiastic and very supportive of the school. It fulfils its statutory responsibilities effectively.
The school's evaluation of its performance	Very good – an extensive range of systems are in place for monitoring standards and teaching. The school has been very effective in monitoring its strengths and weaknesses and taking appropriate action.
The strategic use of resources	Very good – the budget is carefully constructed in relation to the school's needs and resources are used efficiently to support pupils' learning.

Resources are good overall, with particular strengths in those available to support English, art and design, music and religious education. The match of teachers to pupils is around the national average, while the number of support staff is above average. Accommodation is good overall, with a strength in the quality of the external environment. The school has good regard for the principles of best value. It carries out analyses and comparisons and takes appropriate action where this is possible. A major element of the very high ethos of the school is the way that all pupils – including those with special educational needs, those for whom English is an additional language and those from the Blanche Neville School – are very well included in all its activities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • Their children like school. • They feel comfortable about approaching the school with questions or a problem. • Behaviour in the school is good. • The teaching is good. 	<ul style="list-style-type: none"> • A small percentage of the parents felt that their children did not get the right amount of homework to do.

The team agreed with the positive comments. It judged the provision of homework to be good overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, standards in English, mathematics and science were average at the end of Year 2 and above average at the end of Year 6. Standards in art were as expected, while standards in music were below expectation. The quality of teaching was criticised. The school has taken significant steps to address standards over the past few years. Extensive data analyses have led to focused support for particular groups of pupils and identified particular elements of subjects – such as reading in Years 1 and 2 – which have needed greater emphasis. Teaching has been rigorously monitored and new staff appointed. As a result, current standards overall are a significant improvement on those reported at the time of the last inspection. An enriched curriculum is provided throughout the school, but there is a greater emphasis on academic success in Years 3 to 6, and in this part of the school achievement is good. Comparison of the results of pupils in the Year 6 SATs with their results at the end of Year 2 indicates that they made very good progress in English and mathematics and satisfactory progress in science. As there is very little pupil mobility, there is a good level of reliability to this calculation. In the main, girls and boys of different ethnic backgrounds achieve equally. Pupils with special educational needs are very effectively supported in literacy and numeracy lessons. Their progress against their targets in their individual education plans is good in Years 1 and 2 and very good in Years 3 to 6. Pupils with particular gifts and talents also make at least good progress, and they especially benefit from a very good range of activities in art and music, and specialist teaching and workshops. The achievement of pupils for whom English is an additional language is very good and they are gaining test results which are at least in line with the national average. The achievement of children in the Foundation Stage is sound and by the time they reach Year 1, most have exceeded the early learning goals in all the areas except for writing, which is at the expected level.
2. Within English, standards at the end of Year 2 are above average in writing and well above average in reading and speaking and listening. At the end of Year 6, they are well above the national average in all three elements of the subject. Pupils in Years 1 and 2 are confident and fluent speakers who have well developed vocabularies. In Years 3 to 6, pupils are very articulate. By Year 6, they have the confidence to constructively challenge the opinions of others – including the teacher's – in a debate. By the end of Year 2, the pupils read independently and are able to find information from books. Higher attaining pupils read fluently from demanding text, while lower attaining pupils have a good range of effective strategies for deciphering unfamiliar words. By the time they leave the school, most pupils show very good critical appreciation and understanding of different writers' purposes and style, giving detailed textual references to support their judgements. By the end of Year 2, higher attaining pupils write with increasing accuracy and fluency, employing interesting variation in sentences. Pupils of all levels of attainment achieve well over time in the accuracy of their punctuation and spelling, letter formation and handwriting, and the growing complexity of their sentences. By Year 6, most pupils write fluently and accurately for a wide range of purposes including narrative, journalism, interviews and leaflets.
3. Most pupils in Year 2 have a secure knowledge of mathematical language, add single digit numbers to two digit numbers and know the names of simple plane shapes and solids. By Year 6, the pupils have a well developed understanding of decimals. They understand equivalent fractions and find the areas of triangles. Higher attaining pupils divide by two digit numbers and plot coordinates in the four quadrants accurately. Most Year 2 pupils are aware of the properties of different materials and of some of the practical applications of these. They can explain how heating and cooling produces irreversible change in some substances and not in others. The profile of science in the school has been raised in the recent past, and by the time they reach Year 6, the pupils have a well developed scientific vocabulary and a wide knowledge. Standards in investigative elements of science, however, are not as strong as those in the more knowledge based elements of the subject.

4. Pupils in Year 2 learn to weave using strips of fabric of different textures and colours to depict themes such as magic, fire and sea. Their paintings in oil pastels after Van Gogh's 'The Wheatfield' are of high quality. By the end of Year 6, pupils have not only developed very effective skills in drawing and painting, but they have also learned to paint following ideas and images from different historical and cultural contexts. The quality of singing is very good throughout the school. By the end of Year 6, for example, pupils can maintain an ostinato part and sing in up to five parts. They can compose music for different occasions and are well able to extend and refine previous compositions. By Year 6, pupils have a good knowledge and understanding of important principles and practices relating to Christianity and other major religions. Younger pupils have a good knowledge of basic operations when using a computer, while by the end of Year 6, the majority of pupils have a good understanding of how to use a multimedia page. Standards in control technology are, however, a relative weakness throughout the school.

Pupils' attitudes, values and personal development

5. Overall, pupils show a very positive attitude to school and their behaviour is very good. This represents an improvement since the time of the last inspection. Parents are also very appreciative of the very good standards of behaviour in the school. Pupils of all ages respond well to the school's strong moral and social ethos, and to their teachers' calm and encouraging management of their behaviour. They know what the rules are, and are happy to comply with them. Pupils show a very good awareness of the needs of others, and of how their behaviour can affect people. There is a very good absence of oppressive behaviour and bullying. In the playground, pupils mix well, and enjoy lively and happy play. There have been no recent exclusions from the school.
6. Pupils like school and learning. They want to work well and are keen to do their best. Their very positive attitudes and attentiveness in class make a very positive contribution to their learning and achievement. They have a clear understanding of the standards of behaviour expected of them and the vast majority live up to these expectations. Pupils' attitudes and behaviour were judged very good or excellent in 53 percent of the lessons observed during the inspection, and good or better in 92 percent. They were satisfactory in the remaining 8 percent. Overall, pupils show very good interest and involvement in their work, they enjoy their tasks and show good concentration. For example, pupils in a Year 2 lesson were deeply involved in preparing and writing letters to the headteacher arguing the case for having a school uniform. In an after school drama club older pupils performed in small set pieces observed by other pupils. The audience listened very attentively and showed real interest and enthusiasm in this extra curricular activity. The vast majority of pupils share resources well, and their behaviour and co-operation with others is very good. For example, in a Year 3 mathematics lesson, pupils worked very sensibly in pairs to estimate and then check levels of water in containers.
7. A few pupils can be inattentive in lessons and need firm management to ensure that they concentrate on their work. Their behaviour is sensitively and well managed by staff, and does not affect the learning of other members of the class. Occasionally, pupils in some classes in the school are restless because the pace of the lessons slows, or they are required to remain too long on the carpet in the introduction to the lesson, but they are quickly re-engaged in their work and settle quickly to their tasks. Pupils with special educational needs and those with English as an additional language show very positive attitudes to the school and have a high level of participation in all activities.
8. Pupils' personal development and relationships are very good, and are underpinned by the emphasis the school places on encouraging their social and moral development. Pupils mix very well in lessons and at play and there is a real sense of inclusion of all pupils within the school. An especially good example of this is the successful way children from the Blanche Neville School join in assemblies where staff are able to sign for them so that they participate fully. Pupils follow the very good role models provided by adults, who show mutual respect, care and courtesy in their relationships with pupils and each other. They notice others' needs and show

initiative, for example in opening doors for each other. Pupils of all ages are keen to be given responsibilities, both in class and around the school. They very willingly undertake a range of tasks, and carry them out with confidence and enthusiasm. The school council provides a very good opportunity for pupils to take an active part in how their school develops and they take their responsibilities seriously and put forward very sensible ideas for discussion.

9. Attendance is satisfactory and in line with the national average. There is no unauthorised absence. Punctuality to school is unsatisfactory and a significant number of pupils arrive after the start of school in the morning. Despite the continuing efforts of the school to emphasise the importance of a prompt start to the day a number of parents show a casual attitude to late arrival. This feature of the school was noted in the previous inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. Teaching is good overall. There are examples of very good teaching in all three stages of education, but teaching is slightly better in Years 3 to 6. In lessons observed, teaching was always satisfactory or better. Nearly eight out of ten lessons were good or better and nearly four out of ten were very good or excellent. Standards in teaching have improved significantly since the previous inspection when nearly a quarter of lesson seen were judged to be less than satisfactory. There is also now more teaching that is very good or better. The previous weaknesses in planning, subject knowledge and poor discipline have all been greatly improved. The teaching of English, art and design and the performing arts are distinctive strengths of the school. In these subjects and in mathematics and physical education, there are examples of excellent teaching.
11. The teaching of children in the Foundation Stage is good. Planning is detailed and fully matched to the needs of the children. Praise is used effectively to promote good behaviour. Good focused support is given to individuals and small groups of children and this impacts well on the standards being reached. Pupils with special educational needs – including those with statements of special educational need – are very effectively supported in literacy and numeracy lessons by class teachers and specialist staff. In Years 5 and 6, these pupils receive specialised and very good teaching separately from the rest of their class. In these lessons, they gain confidence and participate very well in activities. Special needs assistants provide high quality support for the pupils with statements. Teaching is also very good for pupils for whom English is an additional language. Pupils are well supported by a specialist teacher, either in class or by withdrawal with a small group of peers. They benefit particularly from the National Literacy Strategy in Years 1 and 2 and from focused booster groups in preparation for their Year 2 statutory assessments. However, the specialist teacher is only in the school for two days each week and her main current task is supporting within the Literacy Hour. Because most teaching of the Literacy Hour is already effective, it would be appropriate for the school to consider whether she might now support other subjects instead.
12. Teaching and learning are good overall throughout the school. The good quality of teaching is contributing significantly to the good achievement of pupils. The characteristics of the good and better teaching include detailed planning to meet the full range of pupils' needs with high expectations and very good management of pupils' behaviour. These factors create a calm, purposeful working atmosphere in classrooms, particularly in the literacy and numeracy sessions. Teachers are alert to pupils who need additional help and plan good support for them. Another high quality aspect is the range of methods employed. Activities provided for the pupils are interesting, motivate them well and contribute positively to their pace of learning. The relationships between teachers and other adults in the classroom are very good and another strength of the school. These have a positive impact on pupils' attitudes to learning, making them keen to get started on their work and persevere in their efforts. Teachers question and prompt pupils skilfully, ensuring that pupils of all capabilities are fully involved in whole class discussions by phrasing questions in different ways. These particular strategies were used well in a Year 5 literacy lesson when discussing persuasive writing. Thus average and higher attaining pupils are challenged to think hard and explain their reasoning and lower attaining pupils gain confidence from being able to contribute successfully at their own levels. In the best

lessons, very good pace is maintained throughout, and very good subject knowledge and use of subject specific vocabulary extends pupils' learning significantly. In most lessons, resources - including time - are used very well to support the activities. In some lessons which were only satisfactory, relative weaknesses include not sustaining the levels of challenge throughout the lesson, lack of pace and missing opportunities to extend pupils' learning beyond the set task. Occasionally, tasks set are not finely enough matched to the needs of different groups of pupils in a class – which adversely affects the progress of some.

13. Teachers' subject knowledge is used well in the planning of lessons and good links are made between subjects. Lesson plans usually provide clear objectives for the specific learning to be achieved by different groups of pupils. This is a particular strength in literacy. In all lessons, teachers discuss these learning intentions with pupils and constantly remind pupils of them as the lesson progresses. This enables pupils to gain a good understanding of the extent of their own learning and how it relates to their specific learning targets. The teaching of basic literacy skills is very good overall. Teachers are implementing the National Literacy Strategy successfully by providing a good range of activities that are matched well to groups of pupils with different needs. Teachers provide good opportunities in subjects other than English, to develop pupils' speaking, reading and writing skills. This is particularly evident in mathematics, where pupils are often asked to explain key mathematical terms and how they arrive at particular solutions. The National Numeracy Strategy is implemented very well. Number work is strongly promoted and mental calculation is a feature of all mathematics lessons. The needs of all pupils are catered for very well, from those who are gifted to those with particular learning difficulties. Good links are also made with other subjects such as science, geography, and information and communication technology, when pupils are involved in calculating, measuring and presenting information in graphical form. Pupils are sensitively encouraged to work independently and in pairs, sharing ideas.
14. Teachers make good use of classroom support assistants to provide additional instruction and guidance for pupils. However, not enough use is made of information and communication technology to support learning across the curriculum. Support staff are briefed well and, where they have a specific responsibility for helping an individual pupil, the quality of their guidance is good. These pupils are fully integrated into the activities and supported well in their involvement in asking and answering questions. Pupils' learning is also helped significantly by teachers' very good understanding of how skills in one subject can be consolidated by experiences in another subject. .

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

15. The quality and range of learning opportunities for children in the Foundation Stage are very good and a very stimulating learning environment has been created for them. All teachers plan together to ensure continuity across the Foundation Stage and the support staff are fully involved in this process. The quality and range of learning opportunities are also very good in Years 1 to 6 and have been significantly improved since the last inspection when curriculum improvement was judged as a key issue. It now complies with statutory requirements and pupils in parallel classes do now have the same experiences in terms of curriculum content and delivery, through effective co-operative planning and evaluation by teachers in the same year groups. This has helped to ensure that pupils' learning is more consistent across the age and attainment range
16. The literacy and numeracy strategies have been established very well, with the result that pupils achieve well and reach well above average standards of attainment by the time they reach the end of Year 6. The school has met the needs of the wide spectrum of pupils more effectively by specially grouping pupils in Years 5 and 6 for numeracy and literacy. Analysis of national test results and the results of non-statutory tests indicates that the needs of lower attaining pupils and those with special educational needs are also more effectively addressed now. The time allocation for literacy is high compared with schools nationally and that designated for humanities low. In practice however, literacy is used to extend learning in other curriculum areas

and so, for example, pupils' attainment in history is above that expected nationally. There is very good equality of access and opportunity. Provision for pupils with special educational needs is very good. Individual education plans are very well prepared with clear and measurable targets, activities and resources that enable these pupils to achieve their best. Good links have been established with the special educational needs co-ordinator of a local secondary which enhances a smooth transition from primary to secondary education. Provision for gifted and talented pupils is also developing well. The very good focus on individual pupils and their needs in most lessons results in all pupils being fully included in the life of the school. In assemblies and lessons, the specialist staff from the hearing impaired school use sign language to give the pupils access to all aspects of school life. In an achievement assembly seen during the inspection, all pupils used signing instead of clapping. This is an excellent example of inclusion of pupils from the hearing impaired school. The curriculum reflects pupils' cultural traditions and religions to raise their self-esteem and confidence. The curriculum content, books and displays reflect the diversity of culture that exists in the school and in the wider society. Pupils learn about both European and non-European cultures through art and design, music and religious education, and develop an appropriate level of respect for one another. Ethnic minority groups, their languages and cultures are celebrated throughout the school. Rhodes Avenue is an educationally very inclusive school.

17. The school has reviewed policies and schemes of work for all the other subjects and reviews all subject areas regularly. Schemes of work are a mix of the national schemes, adapted appropriately to the needs of the school, purchased schemes as, for example, in music, and the current locally agreed syllabus in religious education. The use of information and communication technology to support learning in other areas of the curriculum, however, needs further development in order to fully impact on standards. A very good range of visits, visitors, workshops and a variety of one-off events support most areas of the curriculum as they occur. This results in a rich range of learning opportunities for the pupils in which they partake with enthusiasm. Year 3, for example, visit the African Gallery at the British Museum before designing and making African masks which they subsequently use in a dance choreographed by themselves and shown in Expressive Arts Week. Year 1 visit a 'Victorian school' and experience a 'Victorian school day'. Pupils are regularly awarded places in the finals of area events like debating and essay competitions and other local events like the North London Music Festival. Workshops held include the construction of pyramids, bridge building, Indian dancing and writing.
18. The provision for personal, social and health education is good. It is based around purchased schemes and is designed not only to enhance these aspects of pupils' development, but also to include circle times which respond to the needs of the pupils or the class at times of stress. Pupils have regular circle time sessions that are included on the weekly timetable. Religious education, circle time, assemblies and science provide effective vehicles for the provision, and together are instrumental in producing the very good personal development of the pupils. Issues related to substance abuse and sex education are dealt with appropriately. The development of pupils' personal, social and health education and citizenship is also enhanced effectively and meaningfully by the school's very good policy for inclusion. The range of extra curricular activities is very good and includes gymnastics for pupils in Years 1, 2 and 3, a Christian club, football, cricket, golf, junior and infant choirs, Latin, French, drama, jazz dancing, art and 'Level 6 science'. These are well attended by enthusiastic pupils.
19. The school makes very good provision for pupils' spiritual, moral, social and cultural development and this represents a significant improvement since the last inspection. Pupils' good spiritual development is supported well by the strong community ethos of the school and the many shared moments of uplifting and exciting music. Although the school still does not comply with statutory requirements in providing an act of worship each day, assemblies are nevertheless moving times when pupils share the joy and excitement of being part of a caring and happy community. The many opportunities to explore art and express themselves through painting, drawing and sculpture also create moments of magic and wonder for pupils. Pupils are given good opportunities for reflection in lessons, and to experience pleasure and surprise at events. Through personal, social and health education, they are able to explore feelings and

problems that they may have. For example, pupils in Year 5 discussed in their circle time the problems of being different, how it feels and what they can do to help people who may be feeling lonely or awkward.

20. There are clear moral and social overtones in much that happens in the school day, including the staff's clear expectations concerning how people will treat each other and of what is expected in terms of personal responsibilities. The very good social and moral development of pupils is a notable feature of the school. Staff and older pupils provide very good role models for younger pupils, which promotes the perpetuation of this ethos. Pupils are expected to be helpful and to offer mutual respect. The provision for pupils' social development permeates everything that happens in school. Relationships between adults and pupils, and between pupils of all ages, are of a high quality and this is part of the school's expectation of how things are done. These expectations are also an integral part of the personal, social and health education programme and are regularly reinforced in the classroom. Visits, including a residential trip for older pupils, and visitors give good opportunities for pupils to gain confidence in interacting with other people.
21. Pupils' cultural development is very good and encouraged through the curriculum, particularly subjects such as art and design and music. Extra-curricular activities, including school performances, also encourage pupils to develop a love of the arts. The school takes every opportunity to promote confidence and self esteem through the performing arts. There is respect for the music, traditions and faiths of many cultures and good displays around the school provide bright stimulation for pupils. Pupils' awareness of other cultures and past culture in Britain is promoted very well through many subjects including geography, history and science. Visits to the 'Ragged School', plays and music events also provide a rich understanding of European culture.
22. The school makes very good use of an extensive range of community links to expand and enrich the curricular opportunities of pupils. The close and inclusive link with the Blanche Neville School is an especially happy and successful example of this. There are also regular visitors to the school such as the 'Animal Man', who came to show a wonderful collection of animals to very excited and appreciative younger pupils during the inspection. Relationships with other schools and organisations are well used by the school. Especially valued are the good links with Fortismere Secondary School and Alexandra Park Secondary School.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

23. Procedures for assessing pupils' attainment and progress are good. They have improved significantly since the previous inspection when assessment was a key issue. The school uses optional tests in Years 3, 4 and 5 as well as statutory tests to assess individual pupil's attainment in English, mathematics and science. A comprehensive policy, although still in draft, and timetable set out the schedule of assessments each term. Many take place during assessment week, which is followed by a parents' consultation evening. Teachers set targets for the pupils in English and mathematics, based on the assessment results. Significant achievement in other subjects is recorded regularly by teachers and is forming part of the new annual reports to parents. However, this is not yet linked closely enough to the National Curriculum level descriptors for each of these subjects. Subject co-ordinators are beginning to look at samples of pupils' work in their area and to match these to a level. This is a good strategy, which will support teachers in making their own assessments using National Curriculum criteria. The school is also awaiting guidance from the local education authority on assessing pupils' attainment in information and communication technology.
24. All assessment information is carefully collated in each teacher's assessment file and passed to the next teacher. These files are monitored regularly by the co-ordinator, to ensure that procedures are being followed and used by all teachers. The information includes key objective sheets, English, mathematics and science assessment evidence and an overview sheet for the non-core subjects. Teachers regularly complete a pupil tracking sheet, which enables them to monitor effectively individual pupils' attainment and progress in English, mathematics and

science using the National Curriculum levels of attainment, broken down into the smaller components within the levels, for example 3a, 3b, 3c. This is very effective in helping teachers to identify exactly what pupils need to do to achieve the next level and for target setting. Samples of individual pupils' writing are also kept throughout the year and carefully annotated, indicating context of the lesson and the National Curriculum level. One sample is then passed to the next teacher as an example of what the pupil can do. All assessment information is used well by teachers to help them in their planning, particularly to plan work to match the needs of the different abilities of pupils within their class. It is also used to organise pupils in Years 5 and 6 into sets according to their ability for English and mathematics, and to indicate those pupils who need additional support, for example in booster groups and additional literacy support in Years 3 and 4. There are good systems in place for assessing and monitoring the progress of pupils with special educational needs and those for whom English is an additional language.

25. The school makes good use of assessment information to identify key priorities for the school improvement plan. English, mathematics and science co-ordinators analyse standardised test results and share the information gained with staff and governors. This is an effective way of highlighting the school's strengths and areas for development, in their efforts to continue to improve standards. The headteacher regularly meets with the Senior Schools' Development Officer to discuss the trends over time and to make comparisons with other Haringey schools and with national results. The school is continually using all information available to raise standards and to ensure the pupils receive a broad and balanced education.
26. The school provides a very safe and caring environment. All pupils are valued and their confidence and self-esteem are well promoted. The very good relationships that teachers and support staff have with pupils contributes to the very good level of care for the pupils. The recognition of the value of the individual and awareness of individual needs is a strong part of the social and moral code of the school. First aid provision is good, as are the arrangements for caring for pupils who are unwell. There are regular fire drills and health and safety checks. The steps taken to ensure pupils' welfare, health and safety, including the school's arrangements for child protection, are very good and have improved significantly since the last inspection. The school follows local authority guidelines for child protection, and procedures within the school are well understood by all staff.
27. Procedures for monitoring and improving attendance are good. Registers are taken efficiently, and attendance information is reported clearly to parents. There are clear procedures to follow up on concerns relating to attendance and punctuality. The school works diligently to encourage prompt attendance but meets with casual indifference from a significant minority of parents. Late arrival at school is an area of concern. Late arrival in class or in assembly is distressing for the pupil concerned and disruptive for other pupils and the teacher. The school has a good relationship with the education welfare officer.
28. The school monitors pupils' behaviour very well. Records are kept of sanctions and any inappropriate behaviour. The behaviour policy is clear, and is consistently applied. It is well linked to the school's promotion of social and moral values, and reflects the school's ethos of valuing and respecting others. A suitable variety of strategies are employed to support pupils with difficult behaviour, and these depend upon the needs of the individual child. Procedures for monitoring and eliminating oppressive behaviour are also very good. Staff ensure that pupils are fully aware that bullying and oppressive behaviour are unacceptable, and that pupils know to report any worries to staff. Staff have a very good knowledge of pupils and monitoring of personal development, although largely informal, is nevertheless good. Staff share information and concerns about pupils on a regular basis and work well as a team to support pupils and promote their personal development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

29. Parents think that the school is very good. They are appreciative of the good standards of behaviour, that their children like school and that they are encouraged to become mature and responsible young people. Parents also feel happy to approach the school with queries and problems. They feel that the school is very well led and managed and that the teaching is good. The inspection supported these very positive views. Some parents expressed concern about homework but the inspection found that the use of homework through the school was good.
30. The school places a high priority on maintaining a productive partnership with parents, and has very good links with them. There has been a very significant improvement in the partnership between the school and parents since the last inspection. Parents receive regular information about the work to be undertaken in classes. Newsletters keep parents informed of routine matters, and are clear and helpful. This information, together with school policies, is easily available to parents outside classrooms as well. The school prospectus and the governors' annual report for parents are informative but still have omissions such as information about the religious education curriculum provided and parents' rights to withdraw pupils from religious education. The school is aware of the omissions and has plans to amend the documents when they are next printed.
31. A very large number of parents help in school on a regular or occasional basis, especially with the younger pupils, and their contribution is greatly valued. The Rhodes Avenue Parents Association make a significant contribution to the school through regular social and fundraising activities. Overall, the impact of parents on the work of the school is very good. The vast majority of parents also provide good support for their children's learning at home. Most parents help their children with reading and other homework and share with them the projects that classes focus on during the year.
32. The quality of information provided for parents is good. An especially good feature is the new report form which is in its first year. The report contains targets which are shared with parents and evaluated on a termly basis for mathematics and English. Parents have three opportunities a year to meet staff and discuss their children's progress, and these meetings are very well attended. Meetings to provide parents with more detailed information about areas of the curriculum, such as personal, social and health education and design and technology, have been less well attended. The parents of pupils with special educational needs and those for whom English is an additional language are kept fully informed about their children's progress and involved in their work where this is appropriate. Information for new parents is clear and helpful. Induction meetings for new parents and pupils are well planned and make a very good contribution to the successful introduction of new pupils into the school. Home visits are also a very valuable part of the careful induction procedures of the school. Transfer arrangements for pupils in Year 6 moving to secondary education are likewise well managed and supportive.

HOW WELL IS THE SCHOOL LED AND MANAGED?

33. Overall management at the school is very good. This is a significant improvement since the last inspection, which found a number of serious weaknesses. The headteacher provides outstanding leadership. She is a major driving force behind the school's significant improvement over the past few years. She is highly regarded by parents and pupils and has motivated members of staff at all levels to have a very high level of shared commitment to the school's further forward development. The deputy head is very supportive and has a clear complementary role, having general oversight, for example, of curriculum matters and chairing monthly meetings of the staff curriculum committee. The head, deputy and assistant headteacher together form a strong leadership team which manages the school very well. As class teachers, the deputy and senior teacher set a good example to others through the quality of their own practice. There is a senior management team which meets monthly to discuss emergent issues and to plan the forward development of the school. It also provides a valuable form of two way communication within the school. Leadership and management of the provision for special educational needs are very good. All pupils with special educational needs have full access to a broad, balanced

and differentiated curriculum and statutory requirements in respect of their needs are fully met. A specialist teacher works closely and effectively with the literacy co-ordinator in the management of the support for pupils with English as an additional language. The school ethos is one of inclusion. Pupils are very effectively integrated as individuals regardless of their ethnic origin or educational needs, and the diversity of their backgrounds is very successfully recognised and celebrated. Provision for children in the Foundation Stage is also well managed and a very stimulating learning environment has been created for those in the nursery and the reception classes. Routine administration is effective.

34. There are very good systems in place for monitoring different aspects of the school's life. All co-ordinators support and monitor planning. The co-ordinators of English, mathematics and science are provided with non teaching time to formally monitor lessons and prepare written reports on what they have seen as a basis for discussion with the teachers concerned. The information and communication technology co-ordinator has carried out some joint monitoring of standards with a local authority adviser and has discussed their work with the pupils in order to support target setting. The headteacher also formally monitors all teachers on a rolling programme with a particular focus, which is currently – and appropriately – information and communication technology. She also monitors teachers' planning and carries out much detailed data analysis. All these strategies are impacting very well on standards and on the quality of education being provided. The school improvement plan is a detailed and carefully costed document. Its construction and monitoring involves all relevant parties – including the governors – at appropriate stages. Its targets are a very good reflection of the school's current priorities and needs. Newly qualified teachers have a good induction programme and are very well supported overall. Procedures for performance management are fully in place and the school does not suffer from any inappropriate bureaucratic demands.
35. The governing body is enthusiastic, knowledgeable and very supportive of the school. It fulfils its statutory responsibilities effectively. Individual governors bring a wide range of knowledge and skills to the role. They include those, for example, with backgrounds in law, industrial relations, accountancy and educational psychology. Several, including the chair and the governor with responsibility for special educational needs, are regular visitors to the school, providing support and examining different areas of the curriculum. There is scope, however, for the latter activity to be developed further. The work of the governing body as a whole is enhanced by a number of active committees.
36. Strategies for budget construction and monitoring are good and reflect the school's priorities very well. The finance committee of the governing body, for example, has a very active role and appropriate terms of delegation of spending to the head are in place. An appropriate level of support for routine financial administration is purchased from the local authority. The school has good regard for the principles of best value. For example, it has compared its results with those of other similar schools in the area, identified aspects where these are performing better and taken steps to find out why this is. It also has a high regard for cost effectiveness when making purchases. An example of this is the way that services provided by the local authority are examined annually and only purchased if a better alternative is not available. Another is the way that all options were explored before the recently opened computer suite was equipped. The match of teachers to pupils is around the national average, while the number of support staff is above average. All staff are highly committed and are contributing significantly to the high standards frequently being reached and to the quality of the pupils' learning. The accommodation is good overall and is well looked after by the enthusiastic and effective site manager and his staff. The quality of the external environment is particularly stimulating for the pupils. Resources for learning are good overall – with particular strengths in those available to support English, art and design, music and religious education. There are some weaknesses, however, in the resources available to support aspects of information and communication technology. All staff have the capacity to achieve even further improvement. Ethos is very high. The school is very effective and provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors and staff should address the following matter in writing the action plan, in order to raise standards and improve the provision the school makes yet further:

- Increase the use of information and communication technology to support learning across all the subjects of the curriculum.

(see paragraphs 14, 17, 56, 63, 68 and 86)

The school has identified this issue as a target for improvement in its most recent improvement plan.

In addition to this key issue, there are some other less important weaknesses which the school should consider for inclusion in its action plan. These involve ensuring that a daily act of corporate worship takes place, further raising standards in investigative science and ensuring that the information included in the governors' annual report and the prospectus meets statutory requirements, and are found in paragraphs 3, 19, 30, 65 and 66.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	9	21	32	19	0	0	0
Percentage	11	26	40	23	0	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	412
Number of full-time pupils known to be eligible for free school meals	0	23

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	46

English as an additional language

	No of pupils
Number of pupils with English as an additional language	71

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.4

Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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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	38	21	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	32	34	37
	Girls	19	21	21
	Total	51	55	58
Percentage of pupils at NC level 2 or above	School	86 (90)	93 (95)	98 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	31	37	37
	Girls	21	21	21
	Total	52	58	58
Percentage of pupils at NC level 2 or above	School	88 (90)	98 (93)	98 (93)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	24	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	30	32
	Girls	23	23	23
	Total	54	53	55
Percentage of pupils at NC level 4 or above	School	95 (90)	93 (81)	96 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	31	31
	Girls	22	24	22
	Total	54	55	53
Percentage of pupils at NC level 4 or above	School	96 (88)	98 (84)	95 (88)
	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	2
Black – African heritage	6
Black – other	12
Indian	5
Pakistani	1
Bangladeshi	0
Chinese	1
White	284
Any other minority ethnic group	38

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	18.7
Number of pupils per qualified teacher	22
Average class size	29.4

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	260

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	34
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.0
Number of teachers appointed to the school during the last two years	3.7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

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
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	£
Total income	1,056,275
Total expenditure	103,759
Expenditure per pupil	2,358
Balance brought forward from previous year	27,083
Balance carried forward to next year	46,199

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	464
Number of questionnaires returned	139

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	34	1	0	0
My child is making good progress in school.	54	42	2	0	2
Behaviour in the school is good.	49	49	1	0	1
My child gets the right amount of work to do at home.	32	51	12	0	5
The teaching is good.	61	36	1	1	1
I am kept well informed about how my child is getting on.	37	54	7	0	2
I would feel comfortable about approaching the school with questions or a problem.	72	26	1	0	1
The school expects my child to work hard and achieve his or her best.	55	39	4	0	2
The school works closely with parents.	54	41	4	1	0
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	59	37	1	0	4
The school provides an interesting range of activities outside lessons.	58	30	8	0	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

37. Children are admitted to the nursery on a part-time basis and priority for places is given in line with the borough policy for the allocation of reception places. Children spend one year in the nursery and most go into the reception classes. When children enter the reception classes their overall attainment is better than expected for children of this age, in all areas of learning except in writing. On entry most children have standards in writing which are as expected for their age. This is similar to the findings of the previous inspection. Most of the children achieve satisfactorily while they are in the nursery and reception classes. Those identified with special educational needs make good progress and those for whom English is an additional language make very good progress in their learning. This is because of the very well targeted support these children are given from the time they enter schooling. By the time the children enter Year 1 the attainment of most children exceed the early learning goals in all the areas of learning except writing. Attainment in writing is as expected for children of this age and they are achieving the early learning goals in this area of communication, language and literacy.
38. The quality and range of learning opportunities for children in the Foundation Stage are very good. The school appropriately follows the Foundation Stage curriculum for children of this age, which consists of the six areas of learning; personal, social and emotional development, communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development and creative development. Statutory requirements for teaching of religious education are also met. A very stimulating learning environment has been created for the children in both the nursery and reception classes. All teachers plan together to ensure continuity across the Foundation Stage and the support staff are involved fully in the process. There are very good opportunities for the curriculum to be extended for children outdoors in the nursery but this is very much dependent on the weather in the reception areas. There are also lots of opportunities for visits and visitors to school to share their experiences and interests with the children. For example, during the inspection the 'Animal Man' showed the nursery children his spider and the reception children looked at a variety of rare animals, in particular a barn owl. Photographic evidence shows the children in nursery visiting a local baker's shop, an instrumental group performing for the children and a child's mummy talking to the children about the festival of Divali. During the last term in the reception classes the children are gradually introduced to elements of the literacy and numeracy strategies in preparation for entry into Year 1.
39. Very good induction procedures ensure that children settle quickly into the routines of school. Home visits are arranged for children starting in the nursery and an 'open day' is arranged for parents to visit the nursery and meet the staff. Children start nursery in small groups and parents are invited to remain with their children until they settle. The induction plan is flexible and based on the needs of each child. Parents receive a 'welcome pack' that gives lots of useful information to parents. Another meeting is arranged for parents of children starting in reception to meet the staff, and there is a gradual settling in period for the children. Parents are given an introductory pack with all relevant information for them. Although this pack is informative, the staff feel this is an area they would like to develop further.
40. The Foundation Stage team has developed a very effective partnership with parents. Parents are always welcome and relationships are very good. Teachers make very effective use of the expertise of individuals, who regularly take groups for music and creative activities. They also regularly share books and hear children read and a member of the community helps in the nursery twice a week. Children in the nursery regularly take books home to share with their parents, and also can borrow games to take home. In the reception classes children take home reading books and are occasionally asked to do some activities related to their work in school. Parents contribute very well to their children's learning both at home and at school. There are also regular opportunities for parents to meet with the teachers to discuss their children's progress.

41. Assessment procedures for children in the Foundation Stage are good. The school has adopted the baseline assessment scheme recommended by the local authority and this is carried out during the children's first seven weeks in the reception class. In the nursery a planned observation is carried out termly for each child and the names of the children can be clearly identified on the teacher's weekly planning. Other spontaneous observations take place and are recorded on the child's record of achievement for each area of learning. Samples of work and photographs are kept in a special 'Look what I can do' book, which is shared with the parents and taken with the children to the reception classes. The nursery teacher is trialing an overview of the areas of learning and the stepping stones achieved within the area. This information is to be passed to the reception teachers. This overview sheet will be continued in reception and passed to the teachers in Year 1. There is a version of this being used, but until this year only in the reception classes. In the reception classes, teachers identify one area of learning each half term to focus on for assessment purposes. Progress is monitored effectively and the strengths and needs for each child are identified.
42. The quality of teaching and learning is good. Planning is detailed and fully matched to the needs of the children. A very good range of activities is planned to cover all the areas of learning and this has a positive impact on children's learning. Teachers use opportunities well to assess knowledge and understanding gained during the lesson, either during good whole class plenary sessions or by talking to individual children, particularly in the nursery. Praise is used effectively to promote good behaviour and as a result children are well behaved and interested in their work. Teachers question well to promote discussions and to ensure understanding of unfamiliar vocabulary or of the task. Good focused support is given to individuals and small groups of children. For example, in a lesson in a reception class, two teachers focused on a group of children to develop their writing skills. As a result these children made very good progress during the lesson. Relationships are very good. Children are confident to ask for support, they work very well together in small groups and all adults work very well together. The nursery nurse and other support staff play a very important role within their classrooms and are very well deployed to support the needs of the children. This enables all to be fully involved in activities and to have equal access to the curriculum.

Personal, social and emotional development

43. By the end of the Foundation Stage the children have made sound progress in their personal, social and emotional development and are reaching levels above the expectations for their age. Very good relationships between the children, their families and staff are formed and children quickly learn what is expected of them. They are well able to share equipment and to take turns. For example, children take turns to buy cakes at the 'bakery' and share the large construction blocks well. They know the routines in the nursery and are well able to tidy away equipment together at the end of the session. For example, one small child very politely told the inspector to stop writing because it was tidy-up time and suggested, again very politely, that help was needed to tidy the construction blocks away. Good strategies were observed to encourage a child to stay and take part in a spider game until the game had finished. In the reception classes the children also know the routines and are well able to work and play together. For example, when they arrive at school at the start of each session they quietly take a book to read. When asked to put them back in the box they did this quietly with no fuss, extremely politely saying 'excuse me, please' to their friends as they passed them. They choose the activity they want to take part in with minimum fuss and persist for long periods of time at this. Very good support from all adults in the room enables the children to understand they need to sit quietly when the teacher is talking, which all are well able to do. The quality of teaching in this area of learning is good. Teachers have created a stimulating learning environment in which the children feel safe and secure. They use praise effectively to promote expected behaviour and as a result behaviour is good throughout the Foundation Stage.

Communication. Language and literacy

44. By the end of the Foundation Stage children exceed the expectations of the early learning goals in all aspects except writing, which is as expected for their age. In both nursery and reception classes they listen carefully to the teachers and to each other. The quality of teaching and learning is good overall and the skills of speaking and listening are developed well by all adults. For example, when the nursery nurse was taking a group for a creative activity she was asking questions about the visit from the 'Animal Man' who had showed the children his spider, using specific vocabulary well. In the role-play areas children speak confidently to each other. For example, in the nursery class children used puppets to re-enact the story of 'Little Miss Muffet' and in the reception classes children confidently explained what happens at the vet's. They are able to initiate conversation and to take account of what others have to say. In the reception classes children speak confidently in more formal situations when talking to the whole class about the picture in a big book, and they are willing to predict what might happen in the next part of the story. All are well able to speak clearly and audibly with confidence and control, showing an awareness of the listener. Early reading skills are well developed through sharing books in the nursery, where several are well able to talk about the pictures. The nursery class is well supported by volunteers, especially dads, to encourage interest and appreciation of books. Many children can recognise their own name. In the reception classes the children have a good grasp of early reading skills. They suggest a good range of strategies to read unfamiliar words, such as re-reading the sentence, looking at initial letter sounds and looking at the pictures for clues. Many can read simple text confidently with expression. One group used imaginative water play well to retell the story of 'Mr Gumpy's Outing'. For children in the nursery class, opportunities to develop early writing skills are provided at the writing table, although during the inspection this area did not have a particular adult focus. Most children in the nursery class are beginning to hold a pencil correctly. In the reception classes the higher attainers are able to write more than one sentence, using full stops. They show some awareness for capital letters at the beginning of a sentence but this is not consistent. Average attaining children are beginning to use some recognisable words in their sentences and use a mixture of upper and lower case letters in words. Lower attainers are able to use initial letter sounds for words in their writing, and can usually tell the adult what they have written. Most of the children can write their own name. The introduction of parts of the National Literacy Strategy, in preparation for Year 1, is having a positive impact on children's learning.

Mathematical development

45. Children make sound progress in developing their mathematical skills and by the end of the Foundation Stage are exceeding the early learning goals. Children participate readily in mathematical activities in the nursery, such as counting the number of cakes in the 'bakery' and recognising coins when they buy the cakes. They recognise a spiral shape and know when the teacher asks them to make the shape bigger or smaller. When playing a spider game most children could recognise the numbers one to five. Some know that two numbers added together make another number but they are not able to do this yet. One child was able to identify that nine was the largest number scored, after the teacher had appropriately added up the scores for the children. Most can recognise and name colours and simple shapes. In the reception classes children can name three-dimensional shapes and order the days of the week correctly. They can use language such as longer than and shorter than to compare size. They can confidently count on orally from fifty and add two numbers to make ten. Higher attainers can add beyond ten to twenty. The quality of teaching is good, and appropriate parts of the numeracy strategy are being introduced in preparation for Year 1. This has a positive impact on children's learning.

Knowledge and understanding of the world

46. By the end of the Foundation Stage, children are exceeding the early learning goals. Many of the activities provided for the children are based on one theme, which enables the children to develop their knowledge and understanding of the world around them through a very good range of experiences. In the nursery following the theme 'spiders' children were able to talk confidently

about the visit from the 'Animal Man'. They recalled information about how to treat the spider and described what the spider looked like. Information and communication technology skills are developed well and children can complete a simple program on the computer. They use a mouse confidently and explain that 'if you press that button everything will disappear'. However, there is insufficient evidence to make a judgement on the level of competency that children will reach in information and communication technology by the time they reach the end of the Foundation Stage. The children confidently share knowledge and understanding gained at home. For example, one child talked about watching the cogs turning on the waterwheel to grind the corn into flour. Children are beginning to gain an awareness of the cultures of others through visitors. For example, one parent talked to the children about the festival of Divali. In the reception classes children can sort pictures and objects into living and non-living things. They have good knowledge and understanding of the habitats of various animals. They give samples of carnivores and herbivores. They design and make cages for their animals, having an awareness of the size of the animal and the need for secure doors so that the animals are safe but can still be fed. They can select the materials they need with some adult support. They can design and make very attractive rainbow fish using papier-mâché. They are able to use listening centres with confidence to hear story tapes. The quality of teaching and learning is good. Teachers have good subject knowledge and provide a very good range of activities to develop children's knowledge and understanding in this area of learning.

Creative development

47. Achievement in this area of learning is good. From the earliest age children are encouraged to mix their own paints and choose their own colours. For example, in the nursery one child told an adult he was using black, blue and red to make a dark brown colour for his painting of a spider. They confidently explore different textures such as creating a spiral pattern using glue and powder paint and describe what the material feels like. They use a range of materials effectively, such as egg boxes and pipe cleaners, to make spiders. They join in favourite songs and one child was observed singing to herself, tapping the rhythm in time to the music. They are well able to use their imagination in the puppet theatre where children were re-enacting favourite rhymes such as 'Five Currant Buns' and 'Little Miss Muffet'. In the 'bakery' children confidently take on the roles of shopkeeper and customers. In the reception classes children can make models of animal cages and use a range of media effectively to make their 'backyard bugs'. They paint pictures of animals in camouflage and paint their papier-mâché rainbow fish in attractive colours. The quality of teaching in this area of learning is good. Teachers are well supported by their support staff, who work well with the children to develop their skills.

Physical development

48. By the time the children enter Year 1 most have exceeded the early learning goals in this area of learning. All children make sound progress in their learning because the teaching is satisfactory overall. In the nursery class children confidently ride and park their tricycles. They carefully climb up the climbing frame, showing a good awareness of others. They are beginning to handle tools and equipment, demonstrating and increasing skill and control in the use of mark making implements. In the reception classes children move around the room showing a good awareness of space and of others. They can maintain a stable balance on small apparatus and use different parts of their body to balance on. They use scissors, pencils and paint brushes with good control and can manipulate materials such as clay. For example in one lesson a group of children were making animals with clay. They knew that they had to keep the clay wet in order to mould it into shape. Good use is made of the outdoor area in the nursery for physical development but the use of the outdoor area by the reception classes is very dependent on the weather. Resources are good.

ENGLISH

49. Standards in English are above average by the end of Year 2 and well above average by the end of Year 6. In national tests at the end of Year 2, attainment in reading and writing have been above the national average for the last three years. There was a slight decline in reading in 2001 where results were in line with the national average. Attainment in national tests at the end of Year 6 has been well above the national average and well above that of similar schools. Achievement is good in Years 1 and 2, with pupils making particularly good progress with writing in Year 2. Achievement is good in Years 3 to 6, with pupils making very good progress in Years 5 and 6. The achievement of most pupils with special educational needs and those for whom English is an additional language is very good.
50. Pupils' speaking and listening are good in Years 1 and 2 and very good when pupils are given the opportunity to give extended responses. Pupils of all abilities are confident, fluent and have a well-developed vocabulary. They are able to pose their own questions and give clear, detailed explanations. In a Year 2 lesson, pupils with English as an additional language and those with special educational needs were able to present what they had found out about Florence Nightingale to the rest of the class. Standards of speaking and listening in Years 3 to 6 are very good. Pupils are very articulate and they contribute well to class discussion. Year 5 pupils can use language persuasively in role. Year 6 pupils are able to improvise and use language appropriate to a character and situation, for example when dramatising the story of Robin Hood. They are also able to debate and have the confidence constructively to challenge the opinions of others, including the teacher's.
51. Attainment in reading is well above average. By the end of Year 2 all pupils are reading independently and are able to find information from books. High attaining pupils read fluently from demanding texts and show very good understanding. They have extensive vocabularies. For example one pupil explained that 'a respected profession meant that you have a very important job'. Lower attaining pupils read more slowly from easier texts. They have more difficulties with some vocabulary and letter combinations but they use effective strategies to correct themselves. They are able to sound out words and use the context to work out the meaning. By Year 6 all pupils read regularly, the majority with enjoyment. They can all discuss authors and preferences. They can all find information from non-fiction books using indexes and headings. High and average attaining pupils show very good critical appreciation and very good understanding of different writers' purposes and style, giving detailed textual references to support their judgements. For example, one pupil criticised an interview with the novelist Adele Gevas because the questions were stock questions that could be asked of any author and were not specific enough to her particular work.
52. Attainment in writing is above average by the end of Year 2. High attaining pupils write with increasing accuracy and fluency, employing interesting variation in sentences. For example one boy's story starts: 'One day, out of nowhere appeared a spirit. It didn't speak, but it dropped a paintbrush.' Pupils of all abilities show good progress over the year in the accuracy of their punctuation and spelling, letter formation and handwriting, and growing complexity of sentences. Attainment in writing by Year 6 is well above average. High and average attaining pupils write fluently and accurately for a range of purposes including narrative, journalism, interviews, leaflets. They are able to adapt their language appropriately for a particular genre. For example, one girl composing her own brochure writes: 'This newly opened 100 acres sea park boasts of having the largest aquarium in the world with over 60,000 endangered fish. So if you want a fishtastic day for all the family, come along to Sea World.' All pupils make very good progress and benefit from detailed planning and drafting. Even lower attaining pupils write with lively content and a growing use of different forms and styles for different purposes, although spelling and punctuation are sometimes less accurate.
53. The quality of teaching and learning is good in Years 1 and 2, with examples of very good teaching. Where the teaching is very good there is very good planning and preparation to meet the needs of all pupils in the class. Teachers provide appropriate resources and helpful frames so that pupils have the means to work independently. For example, in Year 2 the teacher had

encouraged pupils to identify what they already knew and what they wanted to find out about Florence Nightingale. She clearly demonstrated how they might find this information and how they might record it, writing their own notes. Higher and average attaining pupils were then able to use the same strategies to select information and make notes independently. Lower attaining pupils and pupils with English as an additional language were well supported so that they could match simple notes with pictures. There was also very good reinforcement of the learning when the teacher then challenged pupils to reverse the process and translate their bullet points back into complex sentences. Where teaching is less effective, the pace is slower, the expectation of higher attaining pupils is less challenging, and not all pupils participate.

54. The overall quality of teaching and learning in Years 3 to 6 is very good, with examples of excellent teaching. Teachers are particularly effective in providing clear models for pupils' writing, ensuring that pupils fully understand the features of a chosen text before using those features in their own writing. Pupils of all abilities in Year 4 could comment perceptively about the persuasive language used on a 'Coco Pops' packet, and then employ similar techniques in their own advertisements. Year 5 pupils were stimulated to use persuasive language following the demonstration of an argument by the teacher and a pupil in role. Year 6 pupils could write simulated interviews with a character from a novel, at times superior to the models they had been given. Teachers also use excellent strategies for reinforcing spelling and vocabulary. They provide helpful writing frames and give very good guidance to smaller groups within the class so that pupils at differing levels of attainment are all well-equipped in advance to write independently. Teachers maintain an excellent balance between tight, brisk questioning that keeps discussion purposeful, and more open-ended questions that encourage reflection. This results, in Year 6 for example, in very challenging dialogue and a high level of critical appreciation of the techniques writers use.
55. The subject is very well led and managed and there has been good improvement since the last inspection. The National Literacy Strategy has been fully implemented and a number of additional initiatives have been successfully introduced to raise standards in literacy - particularly with low attaining pupils and those with special educational needs or English as an additional language. These include extra small group support for younger pupils in spelling and phonics, individual support for those with reading difficulties, the early identification and support for those with language difficulties and booster groups in Years 2, 5 and 6. Previous concerns about insufficient curriculum time devoted to literacy and insufficient teaching of specific skills have been effectively addressed. The assessment of pupils' progress is now very good. Particular strengths include the use of running records to track reading progress and the encouragement of Years 5 and 6 pupils to evaluate their own writing using nationally agreed levels and descriptors.
56. Teaching and learning are effectively monitored and there are clear audits of strengths and weaknesses that lead to an appropriate improvement plan. For example, small group guided reading was identified as an area for improvement. This resulted in appropriate in-service training, model lessons, resources which are now good, better teacher planning, and, from observations, higher standards. Guided writing is now an identified area for improvement. The subject makes a very good contribution to pupils' social and cultural development. All pupils have regular, planned opportunities for drama, and a number of writers and theatre groups have provided workshops. There are plans to use information and communication technology more frequently in the Literacy Hour, but this aspect of the curriculum remains underdeveloped.

MATHEMATICS

57. National test results for pupils at the end of Year 2 have been above the national average for most recent years. Last year boys performed better than girls but this is not a regular occurrence and the school is aware of this and is monitoring the year group appropriately. Pupils enter the school with above average attainment in mathematics and they achieve satisfactorily in Years 1 and 2. Test results for pupils at the end of Year 6 have been well above the national average for most recent years. Overall, pupils achieve well in Years 3 to 6. Most

pupils with special educational needs and those for whom English is an additional language achieve well.

58. The current attainment of pupils in Year 2 is above that expected nationally. This is an improvement on the findings of the last inspection. Most pupils of average attainment in Year 2 have a secure knowledge of the appropriate language of mathematics and carry out simple addition successfully. They attempt to add three digit numbers that are multiples of fifty together, although not always accurately. They recognise odd and even numbers and are beginning to build up and understand the lower multiplications in the two-times table. Most pupils know the names of simple plane shapes and solids, but cannot always describe the shapes of different faces of a solid. Diagrams that include lines of symmetry are not totally accurate. Higher attaining pupils add three-digit numbers accurately, subtract two-digit numbers from three-digit ones, and find fractional parts of two-digit numbers where the answers are whole numbers. Questions like $\frac{5}{6}$ of 120 are attempted, but not correctly. They draw bar charts on prepared axes and can abstract information from these.
59. Current standards at the end of Year 6 are well above average. Pupils of average attainment have a sound understanding of number and the four operations and work accurately when multiplying two-digit numbers together using a grid method. Their understanding of decimals is well developed and they multiply decimals by single digit numbers accurately. Attempts to multiply two numbers with decimal parts together, using a grid method, are less secure. They understand that fractions can be equivalent and find other equivalent fractions by doubling. They find areas of triangles that have no obtuse angles but encounter difficulties when trying to multiply numbers with halves during this process. Higher attaining pupils divide by two-digit numbers and record remainders appropriately and plot coordinates in the four quadrants correctly. They use Pythagoras' Theorem to calculate lengths in right-angled triangles, but do not always present the calculations correctly. They find the circumferences of circles, applying the formula appropriately, but have difficulties applying the formula to find areas. Pupils with special educational needs make good progress with respect to their individual attainment levels. The pupils' competence in numeracy is used very well in other curriculum areas through the planning and construction of large skeleton pyramids by Year 3 pupils as part of an Egyptian project and the use of angles in various body positions in physical education, for example. The school supports pupils' mathematical development with planned experiences across other areas of the curriculum very effectively.
60. The quality of teaching overall is good. In Years 1 and 2, it ranges from satisfactory to good and in Years 3 to 6 it ranges from satisfactory to excellent. The quality of teaching has improved significantly since the last inspection, when some teaching was recorded as poor. In effective lessons the learning objectives are made clear to the pupils at the start of the lesson, displayed for the lesson and referred to again in the review session at the end. Key words or phrases often accompany these. A good example of this is a Year 5 lesson based on long multiplication where the teacher explained the objective clearly, introducing vocabulary cards at appropriate times during the whole class session and checking for understanding during the review session at the end. This enabled the pupils to obtain a clear understanding of what they have achieved and to consider any difficulties encountered during the lesson.
61. Teachers have good knowledge and understanding of the key skills required, and teach these very well. In the majority of lessons, work is appropriately matched to pupils' needs. In a lesson in Year 5, for example, the majority of pupils multiplied two-digit numbers together while higher attaining pupils in the ability set multiplied three-digit numbers by two-digit ones. This provided all pupils with work of good challenge. In a small number of lessons both in the mixed ability classes in Years 1 to 4 and in the sets in Years 5 and 6, all pupils started with individual work of the same level of challenge. In these lessons higher attaining pupils sometimes worked through two or three work sheets before meeting work of suitable challenge for them and a small number of lower attaining pupils struggled with the initial task. In the majority of lessons where tasks match needs, pupils are motivated and learning is good.

62. Teachers employ very effective methods and these captivate the interest of the pupils and raise motivation. On many occasions skills are taught through investigations and /or practical experiences. In a Year 2 lesson, for example, pupils practised recording a tally, with 'little gates' to record groups of fives, while investigating whether it is more difficult to score the number six on a die than any other number. In a Year 3 lesson, pupils worked collaboratively in pairs, one pupil estimating how many millilitres of water the other pupil had poured into a graduated cylinder and the other checking this on the scale. Pupils in Year 5 gained a wealth of experience of number and money through a long-term retail project with a local college and the 'Maths Book of Records' includes a number of unusual events investigated by the pupils for example, 'Who can run the furthest distance with a pencil balanced under their nose'.
63. Teachers' management of pupils is very effective overall and very good relationships exist within the classroom between the pupils and the pupils and adults. Consequently pupils respond positively to lessons and feel secure when offering answers in whole class sessions. This was particularly evident in the challenging and demanding National Curriculum test revision sessions held in Year 6. Learning support assistants are used effectively and make positive contributions to the pupils' learning by their competent reinforcement of the teacher's objectives. However they are sometimes under-utilised in whole class question and answer sessions. A pleasant working atmosphere was a feature of all the lessons observed. All teachers use the allocated time appropriately. Lessons are suitably structured and well-organised with resources and instruction/task sheets ready to hand so that minimum time is spent during lessons on unnecessary organisation. This maintains the good pace of lessons and encourages purposeful activity as the norm. In effective lessons, teachers question pupils well, being aware of their differing levels of attainment and encourage full clear explanations from them. In these lessons there is a high level of pupil input. In mental arithmetic sessions the use of open-ended questions or different questions to cater for different ability groups within the classroom is more limited. Pupils' written work is generally marked well, including helpful comments for the future development of the learners. Homework, related to class topics, supports learning effectively and encourages the pupils to become independent workers. The support of the subject by information and communication technology, however, is not yet well developed and very few examples of its use were observed during the week of the inspection. This is the main area for future development.
64. The curriculum is very good and has improved significantly since the time of the last inspection. The requirements of the National Curriculum are fully met and are supplemented by a very good mix of investigational tasks and workshops; for example, the bridge building workshop run by civil engineers and the workshop held for staff on the use of mathematics in physical education. Assessment procedures are good and the analysis of the results of statutory and non-statutory tests is carried out appropriately. However, the results of analyses are not yet translated into the co-ordinated planning of a whole school response to raise standards in particular areas, although aspects are included on the school improvement plans. The recently introduced new reports to parents are of good detail and include termly information on progress, targets for future development and suggestions of ways that parents can support these. Short-term targets that involve the day to day response of pupils are not covered. The subject co-ordinators are enthusiastic and the monitoring aspect of their role has improved significantly since the last inspection. This includes the effective monitoring of planning, teaching and learning and its appropriate feedback, which has helped in the development of teaching.

SCIENCE

65. In the 2001 National Curriculum teacher assessments of pupils at the end of Year 2, the percentage of pupils reaching the expected Level 2 or above was above the national average. The percentage reaching the higher Level 3 was close to the national average. In the same year's tests of pupils at the end of Year 6 (SATs), results were above the national average. The profile of the subject has been raised in the recent past with improved planning and a number of staff meetings focusing on raising the proportion of pupils gaining higher levels. It is the judgement of the inspection that these strategies have been successful and that current standards in science are above average at the end of Year 2 and well above average at the end

of Year 6. This finding is substantiated by the school's own detailed forecasts of assessment results. Pupils enter the school with higher than expected levels of knowledge and understanding. They achieve satisfactorily in Years 1 and 2 and well in Years 3 to 6. Standards are stronger, however, in the more knowledge based aspects of the subject than they are in investigative science. Current standards in science are higher than those reported at the time of the last inspection.

66. Most Year 2 pupils are aware of the properties of different materials and of some of the practical applications of these. They can explain how heating and cooling produces irreversible change in some substances and not in others. They carry out a simple teacher directed investigation and successfully record their findings. Some are aware of the need for 'fair testing' in a scientific experiment. Others, however, are less clear about this concept. Year 3 pupils make reasoned predictions about the level of permeability of different rocks and then test this. Most pupils in Year 4 successfully define the different characteristics of solids and liquids, being aware, for example, that particles in a solid are closer together. Year 5 pupils have a good understanding of micro-organisms and how these affect the human body. They know the main features of plant reproduction and are clear about the various stages of the human life cycle. They appreciate the need for constant variables in an investigation into the germination of broad bean seeds. By the time they reach Year 6, the pupils have a well developed scientific vocabulary and a wide knowledge. For example, most have an at least above average understanding of a wide range of concepts relating to forces. Some can explain that an object in the classroom remains still because all the forces acting upon it are equal. All successfully investigate 'upthrust' by measuring the weight of objects before and after placing them in water. In some lessons, however, opportunities for the development of pupils' investigative skills are missed - as experiments are too teacher directed and the pupils, themselves, do not have enough chances to plan their own investigations to solve given scientific problems.
67. Pupils' attitudes in science lessons range from good to excellent, but are very good overall. They are frequently enthusiastic about their work and are very keen to succeed. Even the youngest are prepared to listen carefully to their teachers and to one another. They contribute sensibly to discussions and work well together in pairs or groups with a high level of concentration and co-operation. In an occasional lesson, however, their very enthusiasm results in undue noise from a minority. Teaching ranges from satisfactory to very good – but is good overall. Objectives for lessons are explained carefully to the pupils, so that they are clear about what they are hoping to achieve. Methods are varied, which keeps the pupils interested and supports their rates of learning. Pupil management is positive and friendly. This impacts very well on the good behaviour and very positive relationships seen in most lessons. There is a good level of challenge in much of the work provided for the pupils. In some lessons, however, tasks set are not closely enough matched to the attainment of different pupils in the class. As a result some do not reach their full potential – particularly in scientific investigation. In one particularly successful lesson seen during the inspection, the management of pupils was excellent, being based on a very high level of mutual respect. Challenging concepts were tackled and methods were very stimulating.
68. There are appropriate strategies in place for planning and assessment. Overall provision is enhanced by visits to the school by organisations such as a science theatre and out of school visits to places with scientific emphases. A lunchtime Level 6 SATs class is open to higher attaining Year 6 pupils and is impacting well on the high standards being reached by those involved. There is some use of information and communication technology to support science, but this is still not enough. The co-ordinator has effective systems in place to monitor standards, teaching and coverage and has a very clear view of where the subject now needs to be developed further.

ART AND DESIGN

69. Standards at the end of both Year 2 and Year 6 have improved significantly since the last inspection from expected levels to well above those expected nationally. Pupils achieve well in Years 1 and 2 but their achievement is very good in Years 3 to 6. By the end of Year 2 pupils have worked with colour, form and texture, and a wide range of media and techniques. The teaching encourages them to explore these materials and their creative abilities. For example, the pupils in Year 2 learn to weave using strips of fabrics of different textures and colours to depict themes such as magic, fire, sea and arctic. They also show accuracy in their skills of observation and sketching in their drawings of fruits. Their paintings in oil pastels after Van Gogh's 'The Wheatfield' are of high quality. The pupils in Year 1 study sculptures in nature and produce collages to show their favourite place outdoors. In Year 3, the pupils explore colour and pattern and produce paper-layered pictures following Matisse. They are very creative in their composition of relationships through their choice of themes and arrangements of people and objects. Pupils' skills of composition deepen further in Year 5 where they learn to draw and paint still life. By the end of Year 6 pupils have not only developed very effective skills in drawing and painting but they have also learnt to paint following ideas and images from different cultural and historical contexts. Their paintings inspired by Renaissance painters are such examples. There are many exemplary displays around the school, which support other areas of the curriculum. The pupils in Year 6 have painted in pastels in response to Vivaldi's 'Four Seasons'. There is an excellent example of the use of mathematics in art where Year 5 pupils have created a pattern by filling the space using a combination of two different figures. This is a result of their study of the work of the Dutch artist, Escher. They have also extended their work in history by painting portraits of Tudor kings and queens after visiting Hampton Court. Year 4 has made collages of their journeys to school in geography. Art and Design is often linked to design and technology and much of pupils' designing and making skills develop through art when making three-dimensional models.
70. Pupils study the work of artists past and present and are able to apply what they know about the styles of particular artists and techniques to their own compositions. For example, they have painted in the style of Paul Klee after visiting an exhibition at Hayward Gallery. Art and craftwork from different times and cultures are used effectively to help pupils to reflect other cultures and styles. This is illustrated by the masks made by Year 3, which are derived from African tribal art. The pupils visited the African gallery at the British Museum and designed these masks. During the Expressive Arts Week they choreographed a dance to perform wearing these masks. The week inspired pupils to draw and paint using a wide range of materials and to make puppets and masks and sculptures. The life size sculptures by Year 6 are impressive for their colour, shape and poise.
71. Provision for art and design is very good. Standards have improved because of the school's strong commitment towards the subject. The quality of teaching has improved from sound to very good since the last inspection. Teachers and support staff have a very secure knowledge of the subject that helps pupils to develop a keen interest in art. The strong features of the teaching include very effective planning of lessons with clear learning outcomes, stimulating activities and a range of resources that enable pupils to achieve their best. Teachers have very high expectations of pupils' work and behaviour. Learning opportunities including visits and visitors are very rich, varied and enjoyable. Pupils respond positively by showing interest and enthusiasm for the subject. Teaching builds effectively on previous learning; pupils recall their knowledge about colour, pattern, tones and texture and apply them to their new work. In all the lessons observed, teachers put a strong emphasis on extending pupils' language, speaking and listening skills through discussion and art appreciation. From an early age pupils learn to evaluate their own and other pupils' work and plan their own improvements well. In a lesson in Year 2, the pupils expressed their ideas and choice of colours and materials very well and had the confidence to evaluate critically their own work. The pupils with English as an additional language participated very well through support and encouragement. Pupils with special educational needs - including those with hearing impairment - are fully included in art lessons through specialist support. The depth and quality of teaching and learning makes a significant contribution to the spiritual, social and cultural development of pupils.

72. The subject is very well led and managed, and the subject leader has clear vision as to how the curriculum can be further developed by using information and communication technology. Resources are very good and effectively managed so that pupils of all abilities and backgrounds can achieve well. Pupils' work is very attractively displayed throughout the school, celebrating achievement and adding significantly to the learning environment. It is seldom an inspection team finds a school where the range of pupils' artwork on display is judged to be exceptional. However, this is the case at Rhodes Avenue Primary. Expressive arts are central to the life of the school and are used to extend pupils' horizons. In art, the school provides visits to art galleries and visits from artists in residence. The school has applied for Arts Mark Silver for its work. Art and design is a strength of the school.

DESIGN AND TECHNOLOGY

73. Due to the structure of the timetable, only one lesson was seen during the inspection. It was not possible to make an informed judgement about standards in Years 2 and 6 on the basis of a limited amount of previous work available for examination. However, taking account of a scrutiny of planning, some displays and discussion with the subject leader, it is evident that the subject is covered satisfactorily over the year.
74. Design and technology is often taught linking with other subjects of the curriculum. There are some good examples of work which link history and design and technology effectively. The Year 6 pupils design and make slippers as part of their work on the Victorians. They also design hats for their summer performance. In Year 5, the pupils visit Hampton Court and design and make a model of the palace using card boards. They also produce containers and biscuits using a range of design and technology skills. In Year 4, the pupils produce Roman sandals. In art and design, the pupils in Year 3 make African masks out of papier-mâché developing skills in design and technology. In Year 2, the pupils design and make a coat for Joseph as part of their work in art and design, design and technology and religious education. There are examples of moving toys and their mechanisms in this year group. Year 1 combines much of its work in design and technology with religious education, with the pupils making clay divas and decorations for various religious festivals. It is evident from the examples of work produced by pupils that they mainly work on some aspects of designing and making artefacts using a range of materials. Although much of this work is of good quality it is more closely related to art and design than to technology. There is evidence of appropriate levels of research, and accurate measurement and development through evaluation in the work sample from Year 5 seen during the inspection. There is a sufficient amount of work available to suggest that the pupils achieve well in Year 5.
75. No judgements about teaching and learning in lesson can be made. However, the quality of teaching was excellent in the lesson observed in Year 6. Stimulating teaching with a very brisk pace engaged pupils very effectively in the last lesson of the day. The pupils showed a very high level of participation and produced a very good amount of work. Improvement has been satisfactory since the last inspection. The school has a policy, and now uses national materials as a basis for its scheme of work to systematically plan for coverage and progression across the school. Adequate of time and resources are allocated to the subject. The available resources are centralised, but they need to be made easily available to classrooms by using a trolley. Although the subject meets statutory requirements the main focus is on designing and developing skills in cutting, joining and finishing to make a range of models and artefacts, but there is little evidence of making models using pneumatics, levers or pulleys. During the inspection there was no evidence seen of models using electricity or information and communication technology, such as control technology or computer design. Subject leadership is satisfactory.

GEOGRAPHY

76. Pupils' achievements are satisfactory in the subject and they reach standards similar to other pupils of their age by the end of Years 2 and 6. Overall standards have been maintained since the last inspection. In Year 1, pupils learn about China through artefacts and model a guide

about the country, using a fold up booklet. However, the majority find the concept of climate, and comparing the size of China to Britain, too abstract to enable them to make any concrete gains in learning. On the basis of discussion with Year 2 pupils, they can describe key features of the Isle of Struay in Scotland, and how local inhabitants earn their living and compare these features with those of their locality. Pupils in Year 3 demonstrate good understanding of the importance of recycling and how it might affect the environment. They identify different materials which can be recycled and develop a questionnaire to find about peoples' attitudes to it. They show skills in formulating pertinent questions and begin to appreciate how best they can obtain the most useful information. They develop their understanding of how recycling can be beneficial to others by considering the pros and cons of recycling spectacles. In Year 5, pupils studying the water cycle, demonstrate understanding of how water is collected, explain the processes of condensation and evaporation and communicate this through a labelled drawing. In Year 6, pupils show good understanding of different types of mountains and use the correct technical terms when talking about them. They name different ranges and locate them on a world map.

77. The majority of pupils - including those with special educational needs and English as an additional language - achieve appropriately against their prior attainment. This is reflected in pupils' increasing skills in communicating their findings and knowledge of geographical vocabulary, for instance when they study mountains. This is often combined with pupils' positive attitudes and their willingness to respond to questioning. Most of them collaborate spontaneously when working independently and apply themselves well. The overall quality of teaching seen during the inspection and over time is satisfactory. In the best teaching, pupils are briefed effectively about learning objectives and given guidance about what they are expected to learn. Effective questioning is used both to establish understanding and stimulate thinking, for instance when they were invited to consider the feasibility of recycling spectacles as a means to help people in poorer countries. In another lesson, the skilful use of visual aids and brainstorming enabled pupils to grasp the different phases of the water cycle. Where teaching has less impact, this is due to the lack of match of content to the level of pupils' understanding or where the task is too open ended to help average and lower attainers use the whole class discussion to positive effect.
78. The geography curriculum is effectively enriched by the provision of fieldwork experiences with opportunities, for instance, for pupils to explore the locality and go on visits to Alexandra Palace, Muswell Holland and Bruce Castle. The co-ordinator is enthusiastic and provides effective guidance for colleagues. She has reviewed the curriculum as a result of monitoring planning and further priorities - including further reflecting pupils' backgrounds - have been identified as key priorities. There were no issues identified in the last inspection. However, currently, information and communication technology is underdeveloped in the subject.

HISTORY

79. Standards of work at the ends of Year 2 and Year 6 are above those expected for their age. There has been an improvement in attainment of pupils in the younger years and pupils have maintained attainment at the end of Year 6 since the last inspection. Pupils achieve satisfactorily overall and those pupils who find learning difficult and those for whom English is an additional language make good progress in their learning because of the additional support they receive.
80. By the end of Year 2 most pupils show their developing sense of chronology by placing events and objects in order. For example, pupils in Year 1 can order pictures from a toddler to an adult. They begin to compare life in their school with experiences of life in Victorian times. They dress as Victorian Children and attend a session in a Victorian 'Ragged School'. Pupils in Year 2 show knowledge and understanding of some of the changes brought about by famous people. They compare famous people today with those in the past. For example, pupils write about people in the past such as Grace Darling, Samuel Peyps, Henry V111 and Florence Nightingale. They can describe their impact on their own lives and the lives of others. Some pupils also investigate the lives of some people who are famous today; for example David Beckham and J.K. Rowling. By the end of Year 2 they are beginning to use a range of sources

effectively to find their information. By the end of Year 6, pupils show an increasing depth of factual knowledge and understanding of aspects of the history of Britain. They make detailed comparisons between Victorian schools and schools today. They produce artwork in the style of William Morris and, following a visit to the Victoria and Albert Museum, they design tiles in the colours and style of those found in the Poynter room. They are well able to describe Victorian social life. Pupils in Year 5 describe some of the main events, people and changes that took place during the reign of the Tudors. They describe Henry VIII and his six wives and write their own extract from a log kept by a sailor in 1546. In Year 4, pupils investigate the weapons and ships used by the Ancient Greeks and can compare life in Athens with that in Sparta. In Year 3 pupils know how the past is divided into different periods through studies of the Romans and the Ancient Egyptians. They begin to understand some of the reasons for the Roman invasion and the results of changes made by the Romans to Britain.

81. No overall judgement can be made on the quality of teaching in history because only one lesson was observed during the inspection. However, evidence from looking at samples of pupils' work and displays indicate that the quality of learning is good. During the one lesson which was observed, the pupils were interested and enthusiastic and this is also evident from looking at the displays of their work around the school. History topics are clearly identified on the curriculum framework. Planning for history lessons is very good and history is often taught during the literacy hour. For example, two very good literacy lessons were observed in Year 2, where the focus was on using non-fiction text for information. Pupils were able to research for information about Florence Nightingale and the Crimean War, using questions that they had prepared in a previous lesson. They produced written work about her of a high standard. Links between history and other areas of the curriculum are also good. For example, while studying a geography based topic about 'mountains' pupils in Year 6 found out about the expeditions to the Himalayas. In art and design and music pupils study the lives of famous artists and composers of the past. In design technology pupils have designed and made Tudor houses and figurines in Tudor costumes. However, the cross-curricular links with information and communication technology is underdeveloped and has already been identified by the co-ordinator as an area for improvement. The school works closely with the teacher who supports those pupils who have English as a second language. Many of these pupils have Greek backgrounds and the study of Ancient Greece led to a wider study of Greece, resulting in a Greek day of dancing, singing and cooking.
82. Management is good and the co-ordinator effectively monitors samples of pupils' work and teaching to ensure that standards are being maintained. Teacher topic evaluations also inform the co-ordinator of training and resource issues. The school is appropriately developing assessment procedures for history, and teachers are beginning to introduce assessment activities at the end of each topic but this is still at very early stages of development. Teachers are keeping records of individual pupil's significant achievement in history but this information is not directly linked to the National Curriculum level descriptors and does not say what skills, knowledge and understanding the pupil has gained. The pupils are provided with a very good range of visits to enhance their learning. For example, pupils in Year 1 and 6 visited the 'Ragged School', Year 5 visited Hampton Court for their work about the Tudors and Year 6 spent time in the Victoria and Albert museum researching life in the Victorian times. This has a positive impact on standards and supports pupils' learning well.

INFORMATION AND COMMUNICATION TECHNOLOGY

83. By the end of Year 2 and 6, pupil's attainment in information and communication technology is broadly in line with national expectations. Pupils' achievement is satisfactory except in control technology, where standards are not as high as they should be - mainly because of insufficient resources. Teachers' subject knowledge has improved as a result of training provided. Since the last inspection, a great deal of planning has taken place with a scheme of work now in place, improvement in provision for data handling and increased monitoring, which are having a positive impact on pupils' achievement. Currently, procedures for assessing pupils' information and communication technology capability are not sufficient to enable the school to track their progress. The co-ordinator is aware of this and has identified it as an area for development. She

has good subject knowledge, is enthusiastic and uses her own interest to enthuse pupils and guide staff.

84. Younger pupils are gaining confidence and have a good knowledge of basic operations when using a computer. Pupils in Year 1 know that information can be represented in a variety of forms including charts, tables and graphs. The majority apply this knowledge well when they use a survey on eye colour and enter data appropriately to produce a pictogram. They compare the results obtained on a paper chart with those on a computer, highlighting the advantages and disadvantages of each method. From evidence of previous work, the majority of pupils in Year 2 are familiar with a range of programs including applications in their science work illustrating the cycle of growing beans. In Year 3, most pupils show a clear understanding of the advantages of electronic mail, although their ability to use it varies a great deal. In Year 4, pupils consolidate their knowledge of how information and communication technology can be used to sort and classify information and the care that needs to be taken when entering data that allows the user to ask specific questions. An effective device based on sorting out cards enables pupils to grasp the advantages of a computer database and apply this knowledge when interrogating the data to answer questions, using a search tool. By the end of Year 6, the majority of pupils have a good understanding of how to use a multimedia page. They download images and combine this with sound and text to create an interactive alphabet for Year 1. They use the program successfully, accessing it confidently, using appropriate icons.
85. Pupils - including those with special educational needs and those with English as an additional language - achieve appropriately against their prior attainment. This is mainly reflected in the confidence pupils have in learning new skills and in the increasing sophistication of software used. Pupils particularly make gains as they are exposed to a range of skills and programs which are demonstrated in the information and communication technology suite, with opportunities for pupils to practise and experiment in pairs. Pupils' positive attitudes and interest in information and communication technology contributes well to the progress they make. They listen attentively during presentations, collaborate well when working in pairs and are proud of demonstrating their ability. They respond positively to requests for help from their peers. The quality of teaching is satisfactory in Year 1 and 2, and generally better in Years 3 to 6. Most of the information and communication technology lessons seen during the week of the inspection were taught in the information and communication technology suite. They are well structured and have clear learning objectives. Demonstrations of new skills are effectively conveyed. Skilful questioning is used to focus pupils on the key learning points and effective interventions and support for individuals enables all pupils to have equal access to the activities and make good gains. Where teaching is less effective, this is due to the lack of match in the demands made on pupils of different abilities or the slowing of pace in some lessons compared to others.
86. The use of information and communication technology across the curriculum is underdeveloped, and few examples were seen during the week of the inspection. Evidence in planning and in pupils' work indicates some use in literacy and art; for instance, in the use of clip art and through the use of the Internet. However, this is not systematically planned, monitored and evaluated. The school is aware of this and the co-ordinator has started to identify potential links with other subjects. Monitoring has been effectively used to identify areas of weaknesses and inform developmental planning.

MUSIC

87. Standards in music are well above those expected of pupils by the end of Year 6. This has improved very significantly since the last inspection, when there were too few experiences for pupils to make sufficient progress and attainment. Good and excellent teaching are supplemented by a full range of extra curricular music opportunities throughout the school. As a result the school's standards have been effectively raised. The quality of singing is very good throughout the school, with the music co-ordinator very effectively leading whole school sessions to ensure progression of skills.

88. No lessons were observed in the younger classes but from the inspectors listening to the infant choir, consisting of at least half the children in Year 2, and to singing in assemblies, the quality of singing is better than expected of children of this age. Children are well able to sing in at least two parts and can control their singing between loud and soft at the right moments. Standards have improved since the last inspection. By the end of Year 6 pupils can maintain an ostinato part and sing in up to five parts. They can create pieces of music of a high standard. They can perform significant parts from memory and from notations, with awareness of their own contributions such as leading others and providing rhythmic support. They compose music for different occasions - such as those in a quiet city - and then move on to the city waking up. Pupils in Year 4 can compose an alap based on a scale no longer than seven notes in one octave, using notes of varying lengths. They perform their scale to others who make positive comments about each other's efforts. Pupils, in Year 5 can confidently identify three different chords played in a short sequence and compose their own short piece using their chosen chord sequence. In Year 6 pupils are well able to extend and refine previous compositions into a structured piece made up of two contrasting sections linked by a transition.
89. The quality of teaching and learning is good overall and as a result pupils are achieving well. Lessons are well planned and teachers are using the music scheme, introduced by the co-ordinator, to support their planning. Teachers have good subject knowledge and are confident. This impacts well on pupils' learning. They are extremely well supported by the co-ordinator, who leads singing sessions, teaching specific skills extremely well in consultation with the rest of the staff. Behaviour management is good and as a result pupils are keen to listen and to learn. Where teaching is excellent the teacher has first class subject knowledge, is enthusiastic and lessons have an excellent pace. Very good questioning by the teacher very effectively develops pupils' knowledge and understanding.
90. The co-ordinator is developing links with other areas of the curriculum, particularly between music and literacy. Pupils research the lives of composers in the past for history. The co-ordinator has appropriately identified the need to research for successful software to enhance teaching and learning. Assessment procedures are also an area identified by the co-ordinator for further development. At present areas of significant achievement are recorded and used to inform parents on the annual report but these are not yet sufficiently linked to the National Curriculum level descriptors for music. Leadership and management of the subject are excellent and the co-ordinator has made a significant contribution to the successful raising of standards in music since the last inspection. The school has been chosen, quite rightly, as a centre of good practice for other teachers in the borough. There are very good community links with groups such as the National Theatre and National Theatre Museum for Performing Arts. Pupils are encouraged to take part in the annual Christmas concert at The Royal Festival Hall and are very successful in the North London Music Festival. The overall provision and resources for music are very good. There are many opportunities for pupils to have tuition in a wide range of musical instruments and for them to perform in annual concerts organised by the co-ordinator in consultation with pupils' individual tutors. Both parents and teachers organise a very wide range of extra-curricular activities that impact very well on pupils' learning. For example, there is a street dance jazz club, a country dancing club and two choirs. Activities provided for the pupils during the 'Performing Arts Week' also supports the high standard achieved by the pupils extremely well.

PHYSICAL EDUCATION

91. Pupils' attainment in physical education is in line with national expectations by the end of Year 2 and exceeds them by the end of Year 6, with standards being maintained since the last inspection. Pupils, including those with special educational needs and those with English as an additional language, achieve appropriately against their prior attainment with the achievement of older pupils being better. This is mainly the result of the quality of teaching, the effective focus on skills development and interventions to evaluate and improve pupils' performance. In Year 2, in gymnastics, pupils show skills in exploring contrasting movements linked to the dance theme of the Plague and the Fire of London. They are given sufficient time to experiment and practise movements and then develop a sequence as they respond to music and the sound of drums.

Pupils work in groups, taking particular roles, and use curling and uncurling movements to mimic the spreading of disease. The majority show control and co-ordination as they refine their performance, paying particular attention to the flow, speed and overall quality of movement. In Year 5, in athletics, pupils show sound body control. They compare and contrast each other's styles. They understand why warming up is important and work hard to improve their performance. Emphasis given to the development of skills results in good achievement, with pupils coaching each other, ensuring a good level of challenge. In Year 6, the majority use the correct technique to throw the javelin. This is mainly due to the expertise of the external coach, the clarity of instructions and the effective demonstrations provided to ensure that all pupils are giving of their best.

92. Pupils' attitudes to learning in physical education are positive throughout the school. They are motivated, keen to participate in lessons and understand the importance of listening and following instructions - especially those related to safety. They work well individually and with a partner and help willingly when asked to carry equipment at the end of sessions. The quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. Clear objectives are identified and used to evaluate pupils' achievement. Teachers brief pupils about the skills to be practised and use effective demonstrations and interventions to enable them to improve their performance. This was clearly demonstrated in athletics, where through careful questioning and demonstration, pupils were enabled to apply skills as the coach paused to evaluate their performance and offer guidance. Effective management skills result in well behaved pupils who respond well to instructions.
93. The physical education curriculum is enhanced by a number of extra-curricular sporting activities including football and gymnastics, both of which lead to awards - as well as country dancing. Provision is enhanced also by the contribution of external coaches and parents to golf and cricket practice. Year 6 pupils enjoy good opportunities for outdoor and adventurous activities as a key feature of a camp trip. Pupils have the opportunity to take part in a range of competitive games in conjunction with other schools. Good provision is made for pupils to swim with the majority achieving well. The co-ordinator provides effective guidance to her colleagues. Since the last inspection, inconsistencies in planning in Years 1 and 2 and the lack of control among a minority of pupils have all improved significantly.

RELIGIOUS EDUCATION

94. By the end of Year 6 pupils achieve well and standards are above those expected in the assessment framework of the Qualifications and Curriculum Authority's scheme of work. This reflects that the school has maintained its standards in Year 6 since the last inspection. No judgements about standards at the end of Year 2 and about teaching and learning in Years 1 and 2 were made during the inspection because of insufficient evidence.
95. By Year 6 pupils demonstrate a good knowledge and understanding of important principles and practices relating to Christianity and other major religions. They have learnt about the Ten Commandments, and related these to today's life. They have also studied religious paintings and interpreted the Biblical ideas or stories depicted in the paintings. Pupils' knowledge of Judaism is shown in their detailed writing of the story of Hannukah. They are learning to compare and contrast rites of passage across religions. In a lesson observed in Year 6, the pupils discussed customs and traditions of Christian, Jewish, Hindu and Muslim weddings with sensitivity and respect.
96. The pupils in Year 1 learn about different kinds of celebrations and festivals such as birthdays, weddings, Christmas, Diwali and Hannukah. They record in words and pictures the celebrations they have attended. The pupils in Year 2 learn the stories that Jesus told. At present, they are learning to weave in art to create a huge colourful coat for Joseph. As pupils move up the school their achievement is good in Years 3 to 6. Throughout these years pupils develop an understanding of different religions, their signs, symbols and practices - particularly of Christianity. The pupils in Year 3 have good understanding of the use of symbols in religions and their meanings, and they try to apply symbolism to their own life. In a lesson observed in

Year 3, the pupils produced drawings of their special meals and explained symbolism of each choice. One of the pupils explained: 'Fried egg is for warmth and love as it reminds me of the sun.' In Year 4, the pupils learn about the significance of the Bible to Christians and the pupils in Year 5 visit a local church to study the pictures in the windows that tell them about important events in Jesus' life. Throughout the year, there are displays celebrating similarities and differences in festivals from the major religions, including customs, practices, food and clothing associated with such festivals.

97. The quality of teaching is very good overall in Years 3 to 6. Good use is made of religious artefacts, books and authentic materials. In the lesson in Year 6 on weddings in different religions, the teacher enlivened the subject by letting pupils handle and try out some of the wedding costumes of Muslim and Hindu weddings. The pupils readily expressed interest and enthusiasm and contributed to the lesson from their own experiences. One of the pupils from a Muslim background became 'an expert' in the subject and the teacher frequently asked for him to tell the class what he knew. Building on pupils' knowledge and experiences of their own religion was a strong feature in a Year 4 lesson where the teacher asked pupils from the Greek background to tell the story of Greek Orthodox Easter and the Holy week. The teacher used a range of artefacts to explain the Holy Communion and the pupils were able to explain the significance of the Last Supper. Teachers know their pupils very well and manage them very effectively, which results in high level of motivation and participation of pupils in lessons.
98. Although there were no major issues in the last inspection the school has developed the subject further by reviewing the policy and adopting national schemes of work while the locally agreed syllabus is being updated. The subject leadership is good in identifying priorities for development such as assessment. Much useful work has taken place in the careful selection of books and resources to meet the expectations in the schemes of work currently used. Religious education makes a very important contribution towards developing pupils' understanding of other ways of life, both in other parts of the world and within multi-cultural Britain. There was little evidence during the inspection of information and communication technology being used to support the subject.