

# INSPECTION REPORT

**ST MICHAEL-AT-BOWES C of E JUNIOR  
SCHOOL**

Palmers Green

LEA area: Enfield

Unique reference number: 102026

Headteacher: Miss F Hood

Reporting inspector: Keith Homewood  
21627

Dates of inspection: 11 – 14 March 2002

Inspection number: 196188

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior  
School category: Voluntary Aided Church of England  
Age range of pupils: 7 – 11 years  
Gender of pupils: Mixed

School address: Tottenham Road  
Palmers Green  
London

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Appropriate authority: The Governing Body  
Name of chair of governors: Mr Leslie Staines

Date of previous inspection: June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21627	Keith Homewood	Registered inspector	Design & technology	What sort of school is it? The school's results and pupils' achievements How well pupils are pupils taught? How well is the school is led & managed? What should the school do to improve further?
9499	Phiroze Daruwala	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How good does the school work in partnership with parents?
30075	Mike Duggan	Team inspector	English Physical education	How good are curricular and other opportunities offered to pupils?
22424	Kathy Taylor	Team inspector	Mathematics Information and communication technology Special Educational Needs	
23385	Suzanne Gerred	Team inspector	Science Art Music	
20368	Sue Macintosh	Team inspector	Geography History Equal opportunities English as an additional language	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>22</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>24</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>27</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>29</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>33</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Michael-at-Bowes Church of England Junior School is a voluntary aided school situated in the London Borough of Enfield. It is bigger than other primary schools nationally. There are 347 pupils on roll arranged in 12 mixed ability classes, 187 boys and 160 girls aged seven to eleven. Most pupils transfer to St Michael's at seven years old from Tottenhall Infants School. Pupils come from a wide range of backgrounds, cultures and faiths including refugees and travellers. 126 pupils are eligible for free school meals. This is above the national average. The number of pupils speaking English as an additional language is very high at 65.2 per cent. The school estimates that 39 languages are spoken. 124 pupils are on the school's register for special needs, 11 have statements. This is above the national average. Throughout the year there is significant mobility as pupils leave and move into the area. The housing in the area is mixed with a high proportion of transitional, rented and hostel accommodation. Attainment on entry from Tottenhall is broadly average.

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

Since the last inspection, St Michael's School has experienced significant difficulties. These have mainly been caused by local recruitment and retention problems, high pupil mobility and limited involvement of the Governing Body. Since the start of the academic year the school has begun to make improvements but they are not fully established. Standards of attainment in the 2001 national tests at Year 6 were well below the national average. When compared to schools in similar contexts, standards were below in English and science and in line in mathematics. Since then, the evidence seen in class and pupils' books shows that standards are rising. Since September better improvement is seen in the work the pupils do in class due to the frequently good teaching and learning from a more stable staff team. The quality and leadership of the school is satisfactory overall. The headteacher has a clear understanding of its strengths and weaknesses but has not always been able to achieve her goals due to the difficulties the school has experienced. In relation to the circumstances of the school it is now using its resources and finances well and provides satisfactory value for money, although there are still weaknesses.

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

- Teaching in classrooms is frequently good and sometimes very good.
- Teaching methods are proving effective in raising standards and improving pupils' behaviour.
- Pupils with English as an additional language learn well in lessons and make good progress.
- Relationships within the school are good.
- The provision for personal, social and health education is good.
- The school has good relationships with partner schools.
- The provision for pupils' spiritual and cultural development is good.
- Procedures for child protection and welfare are good.
- The induction of staff new to the school is good and proving effective in raising standards.
- The headteacher has a clear understanding of the school's strengths and weaknesses.

#### **What could be improved**

- Standards of attainment in English, mathematics, science and information and communication technology.
- Teachers' planning so that it consistently challenges high attaining pupils and it is matched to all pupils' needs.
- Better use of the school's schemes of work to inform planning.
- Teachers' evaluation of the impact of their teaching on pupils' learning.
- The school's systems for assessing pupils' attainment, setting targets and tracking their performance.
- The role and responsibilities of members of the senior management team in ensuring more rapid improvements.
- The school's systems and structures so that they support school improvement.
- The role of the Governing Body in monitoring the school's performance and taking effective action.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has not been enough overall improvement since the last inspection in 1997. The school has experienced considerable difficulties, which have impacted on its ability to improve more effectively. Although the school has been successful in dealing with most of the key issues and aspects within each key issue, there is still work to be done. During the inspection it was clearly seen that generally, standards are beginning to rise due to more stable circumstances except in art where they are lower than last time. However, standards in English, mathematics and science are still below average. The school's behavioural policy is proving successful in promoting good behaviour, both in the classroom and in the playground. Rewards systems are used consistently to enhance the self-esteem and personal development of all pupils. However, playground and lunchtime support staff are not consistent in applying the school's behavioural policy. Monitoring of teaching continues but not all co-ordinators have time to observe teaching and learning in classrooms. Whilst pupils' attitudes and behaviour is frequently good, not all teachers are sufficiently challenging pupils, particularly the higher attainers. Support for pupils with special needs is satisfactory and for pupils for whom English is an additional language it is good. Schemes of work are developing. The school has a lot of assessment data but it is not easy to follow and this makes tracking and target setting difficult. In some classes, targets have not been set. The inconsistent use of assessment limits some teachers' ability to plan more effectively and challenge and extend pupils. The school is to introduce an appropriate data-handling package. There is a new senior management team. Whilst they work hard and are beginning to achieve success in some areas, their roles and responsibilities have not been fully developed. The governing body have not supported the school enough.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	E	E	D
Mathematics	B	D	E	C
Science	B	D	E	D

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

In the 2001 tests at the age of eleven, the number of pupils reaching Level 4 or above was well below the national average in English, mathematics and science. The numbers of pupils achieving the higher Level 5 was below the national average. Compared to trends over time, the school's average National Curriculum points score for English, mathematics and science is below the national trend. In comparison with similar schools the mathematics results were average but the English and science results were below average. The school data shows that this year group lost many of its high-attaining pupils. A significant number of pupils who joined the school had special educational needs and others required extra support, particularly in understanding English because it was not their first language. Over time, the school intake changes due to a very high pupil mobility factor. This is impacting on better standards although the current Year 6 is more stable. The school did not meet its 2001 targets. Standards are still below average in English, mathematics and science. However, there is an improving picture compared to 2001 as standards are rising. Standards in speaking and listening are close to the national average, but reading and writing are below. Standards in mathematics are similar to those of 1997 but pupils' progress is satisfactory. Standards in science have improved but are still below average, particularly in experimental and investigative science.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils respect their teachers and are enthusiastic about school. They are interested and keen to be involved in school life.
Behaviour, in and out of classrooms	Satisfactory overall. Pupils play well together and socialise well. A small minority of pupils present challenging and difficult behaviour.
Personal development and relationships	Good. The school works hard to foster good relationships. Pupils respect the values, feelings and beliefs of others. They are keen to show initiative and take responsibility.
Attendance	Unsatisfactory. The school works very hard to improve attendance, but parents are not consistent in ensuring their children attend regularly and on time. A significant number of pupils arrive late for school.

The vast majority of pupils consider themselves as part of the school community. Relationships are good. A small minority of pupils are unenthusiastic and display a less positive attitude and present challenging behaviour in and out of the classrooms. In most lessons pupils try hard and join in fully with their learning. All pupils recognise the rewards for good behaviour and the sanctions when they misbehave. Pupils respond well to the trust placed in them and treat resources with care. The school council works well and issues are dealt with in a sensible way. Since the last inspection there has been a steady improvement in attendance levels and a slight decline in the rate of unauthorised absences. The school does all it can to improve attendance and lateness.

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Satisfactory

*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.*

Overall, the quality of teaching is satisfactory. However, in lessons seen it was satisfactory or better in 92 per cent of lessons. It was good or better in 60 per cent of lessons including 6 per cent that was very good. In 8 per cent of lessons teaching was unsatisfactory. Throughout the school teachers manage pupils well. Pupils with special educational needs are taught satisfactorily. The teaching for pupils with English as an additional language is good. Classroom assistants help these pupils with their work and support them effectively. The teaching of literacy skills is good and numeracy skills satisfactory. The implementation of the literacy strategy is proving successful in raising standards in English. However, in numeracy, the impact of teaching on raising overall attainment levels has not been fully successful, particularly in raising the attainment of the lowest-attaining pupils. Teaching is good in English. Many teachers have high expectations and have established good routines and created a purposeful working atmosphere. Teachers' work well with classroom assistants and this has a positive impact on the quality of learning, including pupils with special needs and English as an additional language. Support for higher-attaining pupils is not so apparent. Teachers have good mathematical subject knowledge. The management of pupils is good overall and teachers use very effective strategies to encourage pupils who lack confidence. The pace of most lessons is brisk and this enables pupils to learn well. In the best lessons, teachers reinforce lesson objectives and the lively and interesting way in which they teach helps pupils to achieve very well and enjoy their learning. In unsatisfactory lessons, the work is inappropriate to the pupils' needs. Pupils become confused and therefore the extent of their learning is limited.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum provides pupils with a satisfactory range of broad, balanced and relevant activities.
Provision for pupils with special educational needs	Satisfactory. Pupils' individual education plans are well written and securely implemented. Whilst pupils literacy and behavioural needs are clearly identified, mathematical needs are not.
Provision for pupils with English as an additional language	Good. Pupils are supported well in lessons. Specialist teachers work effectively with teachers and pupils to ensure pupils have equal access to all areas of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' personal development is good. Provision for pupils' spiritual development is good. Provision for moral development is satisfactory. Provision for social development is satisfactory. Provision for cultural development is good.
How well the school cares for its pupils	Good. The school has a very caring ethos based on respect for each individual. Assessment procedures and the use of information about pupils' learning are unsatisfactory.

Overall, the school has a satisfactory partnership with parents. It strives hard to improve its links with parents but finds a decline in the number prepared to help. Most parents are supportive of the school but, a small minority feel the school does not work closely with them, and do not feel well informed of their child's progress. There is a positive school atmosphere that provides a good basis for pupils to become life-long learners. Satisfactory planning and effective use of resources enable pupils to work well in most lessons. The school is successful in providing a fully inclusive education for all pupils. However, some pupils miss out on parts of their lessons when they have individual music tuition. There is a satisfactory range of extra-curricular activities and the school has good links with partner schools. There are policies and schemes of work for all subjects. Satisfactory links with the local community have been established. Planned educational visits include visits to museums, the local theatre and Trent Park to support work in geography. The school is unable to organise residential visits due to the heavy burden of meeting most of the costs. The school makes a conscious effort to protect pupils from harm or injury and to promote their health, safety and well being. The school does not use assessment effectively. Whilst procedures are in place, the range of information gathered is poorly organised and this limits the usefulness of assessment to inform planning and for setting targets for improvement.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher has clear understanding of the school's strengths and weaknesses. The role and responsibilities of the senior management team is not fully developed and effective. Co-ordinators have very limited time to observe in classrooms.
How well the governors fulfil their responsibilities	Unsatisfactory. The governors' role in shaping the direction of the school is unsatisfactory and a weakness. They are not fully effective as a governing body.
The school's evaluation of its performance	Overall satisfactory. Since the start of the Autumn term the school has been more effective and has made better progress. However, procedures are not yet impacting on raising standards enough, particularly by the end of Key Stage 2.
The strategic use of resources	Overall satisfactory. Good management of its finances. Satisfactory use of resources. The school has recently introduced new technologies to support its administration. This is ensuring that the day-to-day running of the school is very efficient.

The difficulties the school has experienced have all impacted on the headteacher's ability to drive forward school improvements and raise standards. The headteacher is supported well by senior staff but they have yet to have a greater impact on school improvement. There are sufficient staff to teach the National Curriculum. There is a range of qualified and unqualified teachers. The excellent support of its administrative staff is ensuring that the day-to-day running of the school is very efficient. The accommodation and resources are satisfactory. The school applies the principles of best value satisfactorily.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• Behaviour is good</li> <li>• The school teaches the right values. There is harmony and no racial tensions</li> <li>• Teaching is good</li> <li>• They are comfortable with the way the school deals with questions and problems</li> </ul>	<ul style="list-style-type: none"> <li>• The provision for homework.</li> <li>• Better working links with parents.</li> <li>• A greater range of activities outside lessons.</li> <li>• Better links with governors.</li> </ul>

The views of parents are not fully representative of the majority of parents. Very few parents attended the parents' meeting and only 13 per cent returned the questionnaire. The inspectors agree with the positive comments of parents. The school's provision for homework is satisfactory. The school has identified the need to improve its links with parents as an ongoing priority. There is a satisfactory range of extra-curricular activities. The governors do need to be more active in all aspects of school life.

## **PART B: COMMENTARY**

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

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

1. In the 2001 tests at the end of Key Stage 2, the number of pupils reaching Level 4 or above was well below the national average in English, mathematics and science. The numbers of pupils achieving the higher Level 5 were below the national average. Compared to trends over time, the school's average National Curriculum points score for English, mathematics and science is below the national trend. In comparison with similar schools the mathematics results were average but the English and science results were below average. The school data shows that this year group lost many of its high-attaining pupils. A significant number of pupils who joined the school had special educational needs and others required extra support, particularly in understanding English because English was not their first language. The school did not meet its 2001 targets.
2. The school's data shows that pupils enter the school from the main feeder infant school with levels of attainment that are broadly average. Each year the school population changes due to a very high mobility factor. Since the start of the new academic year it has become less stable. The school's assessment information on trends and results over time shows that in each year there is not a consistent standard of attainment for each year group. Since 1999 standards in English have declined from average to well below average. In mathematics and science standards have declined from above average to well below average. The high mobility factor means that the school has many pupils by the end of the key stage that have not been in the school since Year 3. A significant number are new to the school and some arrive within a very short time of the tests. Many of these pupils have special needs or are not sufficiently fluent in English. The school states that in 2000 and 2001 this was a significant factor.
3. By the end of Key Stage 2, inspectors' findings show that standards of work seen are overall, below average in English, mathematics and science. However, compared to the 2001 national test results, standards in Year 6 are improving. In English, standards in speaking and listening are close to the national average, but reading and writing are below. Standards in mathematics are similar to those at the time of the last inspection of 1997. This was below average, however, pupils' progress is satisfactory. Standards in science have improved, but are still below average, particularly in experimental and investigative science. Although achievement and progress could be better based on prior attainment, it is as good as could reasonably be expected because of the staffing difficulties and the high pupil mobility that the school has experienced.
4. By the end of Key Stage 2, pupils speaking and listening skills are close to the national average. The majority of pupils are attentive and eager to contribute to class discussions. Many pupils are articulate and will volunteer opinions about texts. Views are frequently expressed confidently, but higher-attaining pupils' independent, higher-order research skills are under developed. Pupils' reading standards are below average although higher-attaining pupils read fluently, using good expression. Most pupils benefit from group reading sessions and competently discuss plot and characterisation. Pupils are not so familiar with the skills of scanning and skimming texts to retrieve information quickly. Attainment in writing is below average. Whilst pupils write for a range of purposes and extended writing is showing a good depth of reading experience, pupils are not developing their writing skills enough. Spelling is developing in accuracy and many pupils have developed legible hand writing in a cursive style.

5. Standards in mathematics indicate that just over half of pupils are on course to attain the average level 4 or higher. Work in pupils' books indicates that pupils have made at least satisfactory progress. However, whilst standards for average and higher-attaining pupils are mostly average, the significantly high proportion of low-attaining pupils means that standards overall are below average. Average and higher-attaining pupils achieve levels in line with those expected nationally in number, shape, space and measures and handling data. They have a sound grasp of place value, understand the relationships between decimals and complete written calculations confidently. Most have sound grasp of common weights and measures. Mental mathematical skills are used competently. Pupils with special educational needs have difficulty in mathematics because the pace of lessons is too fast and they cannot grasp the concepts being taught. There are significant gaps in the knowledge and understanding of low-attaining pupils.
6. By the end of Year 6, standards in science are below average and too few higher-attaining pupils achieve the higher levels. Pupils have unsatisfactory skills in scientific investigations. Most pupils do not have the independence expected for their age in this key area of science. They do not pose enough scientific questions of their own or have enough opportunities to test their ideas. Pupils have an adequate understanding of food chains but their understanding of habitats is below expected levels. Pupils have a satisfactory understanding of light through their work on primary and secondary sources of light and the differences between them. However, in other areas such as forces and electricity they have not gained enough knowledge and understanding.
7. Literacy skills are developing satisfactorily through English and other subjects, for example the importance of listening and carrying out instructions in physical education, in writing up work in science and in reading a range of texts such as plays and Bible stories. Pupils have satisfactory opportunities to apply their numeracy skills in other subjects, for example, calculations in science.
8. By the time they leave the school, pupils' attainment in information and communication technology is below that expected of pupils at that age. Many pupils do not have the necessary skills to ensure their attainment meets the expected standard. In other subjects seen, standards are at the expected level in art, design and technology geography and history and physical education. Standards in music could not be judged accurately due to limited opportunities to see music being taught.
9. At the time of the last inspection achievement was judged to be satisfactory and progress good in English, mathematics and science. Overall, achievement is now unsatisfactory and progress satisfactory. This is mainly due to the high pupil mobility factor and the insecure staffing situation, which affected the continuity in teaching and learning. However, since the start of the new academic year, the scrutiny of work shows that a more secure teaching situation is beginning to bring about improvements in standards, achievement and progress. Pupils' learning is satisfactory overall, but at the time of the inspection, good learning was seen in many lessons. In most lessons, teachers are beginning to raise standards.
10. Pupils with special educational needs, including those pupils who have a Statement of Special Educational Need, achieve standards that are in line with their capabilities and some pupils attain standards that are in line with national expectations. Pupils make satisfactory progress towards the targets in their individual educational plans.
11. Over the past three years in national tests at the age of 11, whilst there has been no significant differences between the attainment of boys and girls, girls have performed better than boys in English, mathematics and science, although still below the national

average. As there were nearly 30 per cent more boys than girls in 2001 in Year 6, this gender difference particularly affected those test results. The school is analysing the performance of girls and boys and different minority ethnic groups in the national tests. However, there is too much paperwork and this limits the usefulness of this data to inform planning and for setting realistic targets for improvement.

12. The attainment of the schools' higher-attaining pupils is frequently not good enough. This is directly linked to lack of challenge in a significant number of lessons and the fact that teachers are not consistently planning to meet these pupils' needs. The inconsistent use of assessment data to set targets and track pupils' progress is limiting teachers' ability to raise standards to more acceptable levels, particularly when compared to schools in similar contexts.
13. Generally the school sets challenging targets but is not capable of consistently achieving them or improving on them year-on-year due to the high pupil mobility factor and the unpredictability of standards on entry by new pupils throughout the year. The school expects the current Year 6 to achieve significantly better results in the 2002 national tests than was seen in 2001.

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

14. The attitude of pupils to the school is satisfactory overall. The vast majority of pupils consider themselves as part of the school community. All pupils are respected as individuals and relationships with one another and adults are good. Consequently, most pupils respect their teachers and are enthusiastic about their school. On the whole, pupils are interested and are anxious to get involved in the life of the school. A small minority of pupils are unenthusiastic, display a less positive attitude, and present a challenge, both in and out and out of the classrooms.
15. Pupils' behaviour is satisfactory overall. In assemblies and in most lessons behaviour is usually satisfactory, and often good. This is attributed to effective management of the pupils by their teachers. Behaviour of most pupils at break time is generally satisfactory. Pupils play well together in the playground and socialise well. However, in the playground, where there is no direct supervision of pupils, a small minority demonstrate boisterous or aggressive tendencies with excessive pushing and jostling. This tends to be an overreaction to the verbal or physical actions of others rather than any form of inappropriate behaviour, including sexism, racism or bullying. The number of fixed term exclusions has been reduced since the last inspection. Nevertheless, the necessity to impose such sanctions indicates the very challenging and difficult behaviour of a small minority of pupils.
16. Most pupils with special educational needs have at least satisfactory attitudes to learning, both when working as part of the whole class and when working in small groups. When teaching is well matched to pupils' specific needs and the level of support is sufficient to meet their needs, pupils work hard and concentration levels are good. Pupils, especially those in the upper half of the school, have a good understanding of their difficulties, and of the progress they are making.
17. All pupils recognise the rewards for good behaviour, and understand the imposition of sanctions for poor behaviour. However, such sanctions are not used without rigorous investigation.
18. Generally, pupils respect the feelings, values and beliefs of others and recognise the impact of their actions on others. Pupils' personal development is good overall. Pupils are keen to show initiatives and take responsibility for tasks around the school. They respond well to the trust placed in them. Class representatives raise and discuss

issues that concern them in a responsible and sensible manner at the school council meetings and ask their teachers for feedback time to their peers. As pupils progress through the school, a greater degree of independence is encouraged and demonstrated by pupils. Pupils show respect and care for learning resources, such as books, computers, and other equipment. All pupils are eager to be involved in successful fund raising activities for charities.

19. At the time of last inspection, the level of attendance was in line with the national average. Since then, there had been a steady improvement in attendance levels and a slight decline in the rate of unauthorised absence. Attendance rate is below 95 per cent and, therefore, unsatisfactory in comparison with the national average. However, attendance levels are now improving and the rate of unauthorised absences has declined. Despite the strong emphasis on consistency in attendance at the school, this continues to be a low priority for some parents. Parents overlook such absences. The situation is aggravated further by a number of pupils taken on extended holidays in term time. A significant number of pupils also arrive late every day and miss the events and important information that is given at the start of the day. Parents of these pupils ignore the emphasis made by the school on regular and consistent attendance and punctuality in arriving at the school on time. Pupils are punctual in returning to their classes after the morning break and lunchtimes.

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

20. Teaching and learning are satisfactory overall. Compared to the last inspection, good teaching standards have only been maintained since the beginning of the new academic year. Prior to this time, inspectors' findings show that teaching was far more variable and this was having a negative impact on achievement and standards. This is because the school has had a high turnover of teachers and this was affecting the quality of education provided and the standards pupils achieve. Prior to the start of the academic year, inspectors' findings show that teaching and learning was only just satisfactory and frequently weaker. This affects the overall judgement on the quality of teaching and learning.
21. From all the evidence seen, the quality of teaching is satisfactory. During the inspection, teaching was satisfactory or better in 92 per cent of lessons. It was good or better in 60 per cent of lessons including eight per cent that was very good. In eight per cent of lessons teaching was unsatisfactory.
22. The basic skills of literacy and numeracy are taught well. In English and literacy the quality of teaching is good and no unsatisfactory teaching was seen. This is similar to the time of the last inspection. In mathematics and numeracy teaching is more variable although satisfactory overall. In a small number of lessons teaching is unsatisfactory. This is a decline since the last inspection when all teaching was judged to be never less than satisfactory. The good teaching in both subjects is having a positive impact on raising standards. However, standards are still below average in reading and writing by the end of the key stage and overall below average in mathematics. The more stable teaching situation in the school is proving successful in ensuring pupils learning is consistently maintained and improved. Staff have worked hard to improve strategies for teaching literacy. In most English lessons, teachers have established good routines and created purposeful working atmospheres. This contributes effectively to pupils' positive attitudes and the enthusiasm and interest that they show in the subject. Teachers have sound understanding of the National Numeracy Strategy and they have good subject knowledge. There are some very good examples of teachers motivating pupils well and this is having a positive impact on pupils' learning and the standards they achieve. However, in both subjects, compared to their prior attainment, pupils are not achieving as well as they should and therefore achievement is still unsatisfactory

although progress is satisfactory. Where unsatisfactory mathematics teaching was seen, teachers introduced too many ideas and concepts. This led to all but the high-attaining pupils becoming confused and therefore the extent of their learning was limited.

23. Teachers have satisfactory subject knowledge and their teaching methods and lesson organisation is frequently good, as is class management. Teaching standards in science have declined due to the limited opportunities for pupils to learn through experimental and investigative methods and because of staff changes. Too few art, history, geography and music lessons were seen to make a firm judgement. Teaching in design and technology, information and communication technology and physical education is satisfactory. At the time of the last inspection teaching of geography and history was good. Generally, teachers use resources effectively but the use of information and communication technology in classrooms is very limited and pupils do not use the computer room enough to support their learning across the curriculum.
24. In all lessons where teaching is good or very good, teachers' knowledge and understanding is effective in ensuring that pupils' learning is good. Good teaching ensures that pupils maintain interest in their work and sustain concentration. For example, in a Year 4 shared reading lesson, pupils were encouraged successfully to use imaginative and descriptive words to generate interest and hold the readers' attention. In this lesson, questioning was used effectively to assess pupils' understanding. Similarly, in mathematics, teachers used very effective strategies to encourage pupils who lacked confidence to overcome their difficulties and their fear of failure. In good and very good lessons teachers plan well and use a range of teaching methods to enable pupils to do their best. For example, in the best science lessons planning ensures that learning intentions are clearly introduced and good emphasis is given to scientific terminology. These consolidate pupils' learning and raise the standards they achieve. However, in many lessons the needs of higher-attaining pupils are not consistently met. In too many lessons these pupils are not challenged enough and there are limited opportunities for them to extend their learning and develop greater responsibility for their learning. This is a weakness. Compared to their prior attainment these pupils should be achieving better.
25. Overall, teachers' use of day-to-day assessment is satisfactory and their marking is up-to-date and informative. However, their assessments are frequently not consistently recorded and they do not consistently evaluate the impact of their teaching on pupils' learning. This weakens the effectiveness of their planning for the next stage of pupils' learning and their ability to match work to the different ability groups in their class. The school's cumbersome assessment data is not easy for teachers to follow or access and therefore tracking and target setting is difficult, particularly for new teachers to the school. In some classes, teachers do not set or record targets to improve pupils' knowledge, skills and understanding and pupils have no knowledge of their targets. Some target setting takes place in Year 5 and Year 6 but very little, if at all, in Years 3 and 4. This weakness is preventing the more rapid rise in standards and pupils' achievements.



26. In the vast majority of lessons, teachers maintain good standards of pupils' behaviour and attitudes. Relationships are good and this encourages pupils to be active participants in their learning. Satisfactory use is made of homework and most pupils hand in their work on time. Parents raised concerns about the allocation of homework, but during the inspection suitable homework was observed being set and handed in. In one lesson pupils even asked if they could extend their learning by doing it for homework because they had enjoyed their lesson so much. This lesson underlines the impact that good teaching is having on pupils' learning and in raising their level of achievement.
27. Pupils with special educational needs are taught satisfactorily. In literacy lessons teachers plan appropriate work at a simpler level for pupils with special educational needs. In mathematics lessons teachers find it difficult in some instances to match their teaching to the needs of all of the pupils in their groups. This is because pupils with special educational needs are in the main taught in large lower ability sets, where too many pupils have additional needs and the spread of attainment is extremely wide. This limits some pupils' progress in mathematics lessons. When teaching to the whole class, during introductions to lessons and plenary sessions most teachers give good attention to directing specific questions to pupils with special needs to ensure that they understand and are included. In most other lessons, teachers and classroom support assistants give direct and focused support and attention to pupils with special needs during group tasks and activities. Although teachers and support assistants meet to discuss the lesson's contents and the part the support assistant will take in the lesson, there is little evidence of teachers incorporating into their planning the specific learning intentions for pupils with special needs. When teaching mathematics sets teachers do not have copies of each pupils' Individual Education Plans to refer to, except those belonging to any pupils who also happen to be in the teacher's own class. Pupils on the higher stages of the Code of Practice have some sessions when they are withdrawn for specific teaching. Due to other inspection commitments and the timing of the inspection, it was not possible to judge the quality of this teaching. However, discussions with pupils indicated that pupils enjoy such sessions and feel that the teaching is helping them to improve.
28. There is good and often very good additional teaching provided by a full-time and two part-time Ethnic Minority Achievement teachers for pupils in the earlier stages of learning English as an additional language. As a result these pupils make good progress. Where the Ethnic Minority Achievement teachers share the delivery of the lesson with the class teacher, their skilful questioning and encouraging manner lead to increased participation of these pupils in the lesson. Their lively, enthusiastic delivery engages the pupils' attention and they listen well as a consequence. When working with groups, the teachers explain very effectively, speaking clearly and animatedly. This attracts and holds pupils' attention so they listen and learn well. They also use gesture, role play and a variety of visual aids over a range of activities which reinforce the new learning. Although the contribution of the Ethnic Minority Achievement teachers in lessons seen is always good or better, there are missed opportunities for them to contribute their expertise to the planning or delivery of the lesson.
29. In lessons where classroom assistants are used they are deployed well by the teacher and are effective in supporting pupils' learning. In English, for example, teachers' close co-operation with support staff has a positive impact on the quality of learning and particularly for pupils with special educational needs. However, in most lessons, support for higher-attaining pupils is not so apparent.

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

30. The curriculum provides pupils with a satisfactory range of broad, balanced and relevant activities. The school delivers the National Curriculum satisfactorily. It is constructed appropriately to meet the diverse needs of the school. This judgement is similar to that of the last inspection. Part of the school's aim 'to nurture consideration for other people's views, beliefs and cultures, together with self-respect and a sense of self-worth' is supported well by its work. The overall positive working atmosphere within the school provides a good basis for pupils to become life-long learners and caring members of society. Satisfactory planning and effective use of resources enable pupils to work successfully towards their targets, as witnessed in a Year 6 lesson, where pupils for whom English is an additional language, learnt that similarly pronounced words can have different meanings.
31. The provision for pupil with special educational needs is satisfactory. Pupils' individual education plans are well written, specific to the individual and securely implemented with an appropriate system of review in place. Targets are clear. However, while most clearly identify pupils' literacy and behavioural needs, only a very small minority outline pupils' mathematical needs. This is a weakness because more pupils clearly do have mathematical needs. The school receives good input from the Local Education Authority Support Services for pupils with behavioural needs and some pupils have sessions with a mentor who works as a volunteer. A minority of pupils have severe emotional difficulties. Although they receive support for managing their behaviour, there are indications that some would also benefit from provision that also directly addresses their emotional difficulties.
32. Pupils with English as an additional language who receive additional teaching have full access to the curriculum. The Ethnic Minority Achievement teachers work effectively with class teachers and groups of pupils in the earlier stages of learning English as an additional language, mainly in class. This means pupils have the same access as others, with additional opportunities for explanation and reinforcement of the main learning points of the lessons, so they learn well. Where pupils are newly arrived and new to English, the Ethnic Minority Achievement co-ordinator withdraws them for the first few weeks for a few lessons. In these lessons, they learn some basic English and also become acquainted with the systems of the school, which helps them to settle in their new environment. After that they receive additional support from the Ethnic Minority Achievement teachers in class who monitor their progress closely.
33. Judgements in the previous inspection identified a number of areas for improvement, including the provision of a scheme of work for science. This has been addressed satisfactorily. A review of the curriculum has led to the preparation of a curriculum framework that contains guidance and structure, and since the beginning of the current academic year has helped to raise the expectations and aspirations of the school community. Extensive staff training in literacy and numeracy has ensured sound implementation of these strategies.
34. Personal, social and health education is promoted well throughout the school and is a considerable strength. Regular opportunities for discussion during assemblies, within lessons and in Circle Time are used effectively to promote pupils' self-esteem. Examples included a Class 6 debate about banning mobile phones in school, and a discussion concerning the importance of sportsmanship during a Year 5/6 football tournament. The sensitive issues of sex education and drugs awareness are dealt with well. These areas are addressed during science and religious education lessons, in specific health lessons and on a regular basis by the school nurse and police respectively. During the inspection the local policeman was completing a programme

of work relating to 'Stranger Danger' in the Year 3 classes. Parental approval is sought prior to some of the specific programmes. Opportunities for independent learning are limited in most classes. The setting and grouping of pupils in relation to their ability for mathematics is not as effective as at the time of the last inspection. Statutory requirements are met in all subjects. Pupils, including those with special educational needs and for whom English is an additional language, have equal access to all areas of the curriculum, which includes extra-curricular subjects. The requirement for the daily act of collective worship is met.

35. There are policies, some in the process of being updated, and schemes of work for all subjects. The school uses the London Diocesan Syllabus for religious education. It has adopted the planning framework of the National Numeracy and Literacy strategies. The schemes of work for each subject, based on the Qualifications and Curriculum Authority's recommendations, set out clearly the attainment pupils need to reach at staged intervals in order to meet the expected standards by the age of 11. The school is effective in fostering pupils' intellectual, spiritual and physical development, preparing them appropriately for post-primary education. Good links have been established with the local infant and secondary schools, which ensures a smooth transition between the sectors.
36. The school provides a satisfactory range of extra-curricular activities, including football, netball and rounders. It is planned to commence a gymnastics club next term. Planned educational events include visits to the Natural History Museum, the local theatre and Trent Park to study geographical features.
37. Satisfactory links within the community have been established. The school takes appropriate opportunities to involve parents in the education of their children. A small number help in classes which benefits pupils' learning enormously. Local businesses, for example Pizza Express, have provided Year 5 pupils with opportunities to study food technology on their premises. Added to this, regular visits from the local clergy, visiting theatres and musicians enhance pupils' learning further.
38. The school's overall provision for pupils' spiritual, moral and cultural development is good, which is similar to the judgement of the last inspection. The life of the school reflects all aspects of Christian values well, with respect for other faiths, as witnessed in the tasteful displays and written work exhibited throughout the school.
39. Provision for pupils' spiritual development is good. From entry into school they are provided with a good range of opportunities to develop insights into the needs and feelings of others. This was amply demonstrated during a school assembly when the local church youth minister gave a vivid account of Jesus' and three of the Apostles' temptation in the Garden of Gethsemane. They are encouraged to reflect sensitively, observed during another assembly about forgiveness. They are taught about the beauty of art, music and the natural world, and have opportunities to express their thoughts and feelings. This was witnessed in a Year 4 literacy lesson in which the stimuli of fantasy landscape pictures elicited 'wow' from many pupils. Other examples included reflection and meditation during prayers.
40. The provision for pupils' moral development is satisfactory. It involves all aspects of school life, fully reflects the school's aims and is supported by the school community. All adults work hard at sustaining the appropriate standard of behaviour observed throughout the school. This strong sense of morality ensures that pupils distinguish readily between right and wrong. The importance of truth and honesty is established from an early age and is enshrined in all classes' codes of conduct, to which pupils have contributed. Pupils are well aware of the responsibility they have for their own actions and show concern for the well-being of others. Effective opportunities are

provided in lessons and assemblies to discuss moral issues. Pupils have a strong sense of protection for the environment and are aware of the importance of recycling used materials.

41. Provision for pupils' social development is satisfactory. All adults provide good role models and pupils, including those with special educational needs and for whom English is an additional language, are treated with unfailing courtesy. From the time they enter school they are given responsibilities, for example clearing tables and monitoring the dining room and cloakrooms. Older pupils speak frequently with younger ones about simple problems that they might have experienced and how they overcame them. Social development is also enhanced by the election of representatives from each class to the school council. The selection of class and whole school monitors also generates interest and offers responsibility to those in post. Initiatives have included fund-raising events by the whole school for victims of the Zimbabwe floods. In many subjects pupils work collaboratively and develop good interpersonal skills, as observed in some Year 4 and 5 literacy classes on creating emotions and atmosphere through description and developing an understanding of antonyms.
42. The provision for pupils' cultural development is good. Pupils share a diversity of cultural backgrounds but have ample opportunities to appreciate local heritage by exploring the area in which they live. While studying history they consider other lifestyles and cultures. They learn about the Ancient Greeks, Egyptians and Romans and how their politics and architecture influenced other civilisations. Classroom displays include texts and symbols from different world cultures, including artefacts from the Islamic, Jewish, Sikh and Christian faiths. Multi-cultural experiences have included Indian and Greek dancers, and the Watoto Choir from Uganda performing at school. Pupils visit the local temple and synagogue on a regular basis. Celebrations such as the Chinese New Year, Hanukkah and Diwali are annual events in school. Other celebrations help to raise pupils' awareness of prevailing cultures in Britain.

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

43. The school has a very caring ethos, based on the Christian doctrine of respect for each individual. This has a beneficial effect on the standards of pupils in the school. Pupils, in general, have confidence in the support the school provides. The good standards of care identified in the last inspection have been maintained.
44. All staff make a positive contribution to the warm and caring ethos of the school. They make conscious efforts to protect pupils from harm or injury and to promoting their health, safety and general well being. The school participates in the Healthy Schools Initiative in collaboration with the neighbouring borough. Staff know their pupils well and respond promptly to their needs. The health and safety policy is well established and there are no outstanding issues. There are good arrangements for first aid. Fire drills are held at regular intervals. Pupils enjoy their lunchtime and mix amicably with one another. Lunchtime staff work effectively to make this part of the school day pleasant for the pupils. However, not all playground or lunchtime staff are consistent in applying the school's policy for encouraging good behaviour.
45. The school makes satisfactory provisions for pupils with special educational needs and those for whom English is an additional language. The school meets the requirements of the statements for those pupils that have a formal statement of their special educational need. There is a good liaison with outside support agencies. Learning support assistants are patient, tolerant and encouraging and make a helpful contribution to pupils' learning. The lunchtime club run by one of them provides a positive and calm alternative for pupils who prefer to draw or paint or make models

using techno kits. When pupils new to the country are admitted to the school, the co-ordinator for Ethnic Minority Achievement assesses their understanding of English and finds out about their previous education from parents or older relatives. This initial assessment is shared with the class teacher and informs the teaching the pupil then receives. New arrivals are teamed with another pupil in the class, which helps them to settle and 'Welcome' books have been designed for new pupils arriving in the school.

46. There are satisfactory provisions for monitoring and promoting good behaviour. The school, in general, functions as a happy and orderly community. Pupils are supervised well in the playground. The behaviour policy is generally effective and the procedures are applied consistently through out the school. Each class has their own brief set of rules, including wet play rules. These are well understood by pupils, as they helped in formulating them. The school makes purposeful efforts to stop any incidence of bullying and racial harassment and to create an inclusive ethos, in which all pupils feel valued and encouraged to learn. Praise and certificates of commendation also work effectively towards ensuring this positive ethos. In assemblies, the school publicly rewards good behaviour, good attendance and those pupils who make efforts to be helpful around the school. Attitudes displayed by the pupils in assemblies clearly show that pupils value and respond positively to this approach.
47. The school is developing good use of a personal, social and health education programme to encourage pupils to raise issue or concerns that cause them to worry so that these can be discussed in a group. All staff provide good role models for pupils by demonstrating ways of working co-operatively in classrooms and about the school, welcoming visitors and being consistently courteous in their personal relationships.
48. Procedures for monitoring and promoting attendance are just satisfactory. The school continues to do all it can to improve attendance but parents are not consistent in ensuring their children attend and on time. A significant number of pupils arrive late for school. Registers are marked in accordance with statutory requirements. Unauthorised absences are followed up by the headteacher. An education welfare officer helps the school by reminding parents of their legal obligations and the educational consequences that follow pupils with records of poor attendance. The school uses newsletters to remind parents of the importance of consistence attendance and punctuality. Although lessons observed during inspection started on time, a significant minority of pupils arrived late at the start of the school day.
49. The school's procedures for assessing pupils' attainment and progress are unsatisfactory and a weakness. Overall, the school does not use assessment effectively. Whilst procedures are in place, the range of information gathered is cumbersome and very difficult for staff to follow. There is too much paperwork and little analysis produced in an easily understood format. This limits the usefulness of assessment data to guide planning and for setting targets for improvement for the whole school, groups and individuals.
50. The school does not have an effective system for assessing and tracking pupil's knowledge, understanding and skills from entry and throughout the school. This information is very important to the school because attainment on entry is so broad and variable from year to year. Whilst some targets are set for pupils in Year 5 and Year 6, this is not consistent and frequently not done in Year 3 and Year 4. Consequently, teachers do not have a clear picture of pupil attainment and this limits their ability to improve more rapidly standards in English, mathematics and science. High-attaining pupils are not consistently achieving in line with their abilities and therefore they are not making enough progress.

51. Teachers do carry out termly assessments using commercial and school packages. However, not all staff, particularly those new to the school, are secure in levelling pupils' work or analysing pupils' results to identify areas of strength and weakness. The school does not have any portfolios of levelled work to help them with their judgements. The use of daily assessment, to evaluate what is taught and to judge pupils' progress to guide planning for the next stage of learning, is mostly satisfactory but the use of wider assessment is weak. Teachers are not consistently evaluating the impact of their teaching on learning and standards. Teachers' planning is monitored by the headteacher and her deputy but the process does not identify how teachers will assess if pupils have achieved the learning intentions. There is no evidence of teachers regularly recording their evaluations of the impact of their teaching on pupils' learning. This prevents a more rapid rise in standards and in ensuring the full range of pupils in each class reach their full potential, for example the higher-attainers.
52. Ethnic Minority Achievement teachers evaluate pupils' progress well after lessons and formally with class teachers at the end of term. They collect samples of pupils' work and results of any tests, which build up a profile of pupils' progress. They set realistic targets with the pupils, which helps them improve their writing.
53. The special needs co-ordinator works very hard to establish and maintain links with external support agencies and such links are well established and effective. However, the school's practice of sending out standard letters relating to pupil misbehaviour does not take sufficient account of the very severe and complex emotional needs of some individual pupils. Furthermore, parents of such pupils do not receive letters when their child's behaviour has improved or is a cause for celebration.

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

54. Overall, the school has a satisfactory partnership with parents, just about the same as it was at the previous inspection. It strives hard to improve the links with home and the school community, but finds a decline in the number of parents able to help in the school. The school continues to highlight further improvement in this area. Overall, parents are supportive of the school's efforts and recognise its achievements, especially in behaviour management and pupils' personal development. Of those parents who completed the questionnaire, some 82 per cent of parents felt that the school has high expectations of its pupils, 77 per cent thought that teaching was good and 75 per cent indicated that their children are making good progress. On the whole, parents believe their children enjoy coming to the school, their behaviour is good and are learning to become mature and responsible. Most parents find the school approachable and receptive to queries and concerns.
55. Two main criticisms parents have concern homework and the lack of adequate provision of extra-curricular activities. Some parents do not believe that the school works closely with them and do not feel well informed about their child's progress. They are also problems related to informal contacts with class teachers. During the inspection, it transpired that these views were expressed by a small minority of disaffected parents who were less than happy with, what they consider, excessive use of temporary or supply teachers in the school. The situation is now much better and the school has suitable teachers in all the classrooms.
56. The inspection team supports the positive comments made by parents and to a lesser extent, finds a degree of justification in some of the criticisms. During the inspection week, some good examples of homework, especially in English, were observed being set by teachers across the whole school, either to consolidate or augment what pupils had done in lessons. Teachers stressed the importance of pupils returning completed tasks on time and taking home their reading books each day. The range of extra-

curricular activities is satisfactory. In this term it is confined mainly to football, netball, Indian dance and computer club. However, parental concerns about the way the school works with parents, are not justified. Parents are invited to attend formal consultation meetings with teachers to discuss their child's progress each term. At other times, access to the headteacher or the class teacher can be arranged. During the inspection many staff were seen in the playground before and after school meeting parents. The number of parents who attended the governors annual meeting was very poor.

57. The school maintains a regular and purposeful contact with parents. They are well informed through newsletters, and formal and informal meetings. Each term, the school sends a curriculum guide to parents, in which teachers outline the work to be covered during the term. Such guidance enables parents to know the topics in advance and help their children at home. At the end of the academic year, parents receive a written report on their children. Annual reports to parents provide appropriate information about their child's attitudes to learning and personal development, and their academic achievements and progress. On the whole, the reports are subject specific, informing parents in sufficient details of their child's strengths, covering aspects such as knowledge, understanding and skills but not always the areas for improvement. However, targets for improvement are set for English and mathematics. The governors produce an annual report for parents. In a few cases, the school provides translations to parents who find difficulty in understanding written English.
58. The school prospectus gives parents the essential information about the school and emphasises the importance of working in partnership with parents. A positive collaboration is achieved with most parents. The school prospectus gives parents a pen-portrait of the school, including its mission statement, admission procedures and curriculum provision. The school has a clear complaints procedure.
59. Parents of pupils with special educational needs are involved fully in the initial assessment and review processes in relation to registration. They are informed regularly about their children's targets and progress made. Pupil reviews take place very regularly and parents are invited to attend. The school has started to include pupils in their reviews. This is a very positive development.
60. The 'Ethnic Minority Achievement' co-ordinator meets parents or guardians of the pupils new to the country when admitted to the school. She supports families by acting as a point of contact and arranges visits and meetings with interpreters after school. There is no-one at the school with a specific pastoral role to work with families and support those new to the country and involve them more in their children's education. Where they support pupils in class, the Ethnic Minority Achievement teacher writes the section of the report and talks to parents at parents' meetings on their children's progress. This year the co-ordinator arranged a special meeting for Turkish parents with an interpreter, which helped those parents understand the school system and find out about their children's progress.
61. The Friends of the School was dissolved towards the end of the last academic year after a parent who was a guiding spirit in running such a group left the school. Efforts are being made to resurrect the group for the school's summer fayre to be held in July. Informal links with friends are still in place and this helps with some fundraising.

62. Attendance at parents meetings are said to be good and the school makes sustained efforts to contact parents who are unable to come at the scheduled time. Induction procedures for Year 3 parents are good. Both the parents and their children are well supported before and after pupils have started to attend Year 3 classes. Good collaboration exists between the school, the feeder infant school and the nearby secondary schools, where most pupils go at the end of Year 6. This facilitates the smooth transfer of pupils from the primary to secondary phase of their education.

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

63. Overall, the quality of the leadership and management of the school is satisfactory, but there are weaknesses.
64. The headteacher was in post at the time of the last inspection. At that time there was strong leadership but lack of clarity and focus in some management tasks. Since that time the school has experienced significant difficulties. There has been a high turnover of staff due to recruitment and retention problems, members of the senior management team have changed and, because of local circumstances, the school has suffered from an increasingly high pupil mobility factor. These have all impacted on the headteacher's ability to drive forward school improvements and raise standards. Since the beginning of the new academic year, the headteacher has been more successful in establishing a more stable staff team. Better progress is now being made, and school improvements have begun to take place with the result that standards are rising. However, improvements are still in their infancy and with temporary staff leaving by the end of the academic year, the ability to sustain and improve more rapidly, is not yet secure.
65. The headteacher has clear understanding of the school's strengths and is aware of its weaknesses. However, whilst she has worked hard, due to the school's significant difficulties, she has not been fully successful in bringing about the necessary changes to address all of its weaknesses. She has been successful in creating a new senior management team. This, along with the very good support of the newly appointed deputy headteacher, is beginning to have some impact in moving the school forward. Most importantly in improvements in pupils' behaviour, the good relationships that exist within the school and the quality of teaching and learning that is currently seen in most classrooms. However, the roles and responsibilities of the team have not been fully developed and this weakness is affecting the overall effectiveness and speed in which they are addressing the more urgent priorities of the school. These are to raise attainment by the age of eleven in English, mathematics and science, so that achievement is at least comparable with schools in similar contexts. To improve standards in information and communication technology, ensure that the results of their monitoring are implemented consistently by all staff to help raise standards where they are too low and improving the effectiveness of assessment procedures and the impact that this has on raising standards.
66. The special educational needs co-ordinator (SENCO) is well informed and has worked very hard to make improvements to the provision, to support teachers, and to maintain contact with parents and external agencies. All aspects are well organised and the SENCO meets regularly with all of the staff that supports pupils as well as providing training. She attends all reviews and has input into the writing of pupils' Individual Education Plans. All of which is managed very well. A weakness is that she does not formally monitor the quality of provision for individual pupils and groups of pupils.



67. The Ethnic Minority Achievement co-ordinator is an experienced specialist teacher of pupils with English as an additional language. She maintains a keen professional interest in her area of expertise. She advises colleagues on strategies for including pupils in the lesson who are in the earlier stages of learning English. There are effective practices for monitoring pupils' progress which now need to be consistently implemented and recorded. Continuity in teaching and support for learners new to English are affected when Ethnic Minority Achievement teachers cover for absent colleagues.
68. Most teachers, including unqualified teachers, have curriculum responsibilities. A significant number of these teachers are new to the school and are still developing their responsibilities. Whilst they have started to have a positive impact on raising standards, not all of them have the experience or time to monitor standards within their subjects and to influence greater change. This weakness is having an impact on the co-ordinators' ability to ensure they are familiar with standards and pupils' achievements. Most of the monitoring is carried out by the headteacher and her deputy. Their monitoring is regular, systematic and recorded, and feeds well into the professional development programme for each member of staff. However, not all staff have implemented their recommendations and advice quickly enough. In a significant minority of lessons the range of learning opportunities is too restrictive and pupils are not challenged enough. This impacts on the standards attained, in particular by pupils with the potential to attain higher than average levels.
69. All staff including support and administrative staff work well together. Throughout the school there is a satisfactory and developing commitment to improve and capacity to succeed. Relationships are good. Staff recognise the need to raise standards further and they co-operate well within year groups towards this target. However, not all of them are familiar with the school's curriculum policies and schemes of work and this is limiting their ability to ensure that their planning is more appropriate to the range of pupils' needs. The school is aware of this and is providing support to help develop familiarity.
70. Pupils are organised into 12 mixed ability classes. Setting in mathematics is not sufficiently effective to ensure that the balance and ability within groups is right. Consequently some staff are overburdened with pupil numbers and some pupils are in the wrong groups. At the time of the last inspection setting was more efficient. All other lessons are taught through mixed ability class groups. The support for pupils with special educational needs is satisfactory and for pupils with English as an additional language it is good. Whilst support for these pupils takes place in class, other pupils are removed from class for individual musical tuition. This is limiting their ability to access the whole class curriculum during this time.
71. The governing body fulfils its statutory responsibilities because of the focused support of the headteacher and the new chair of governors. However, the governors' role in shaping the direction of the school and in understanding its strengths and weaknesses is unsatisfactory and a weakness. They are not fully effective as a governing body and some members have not attended meetings for a considerable time. The chair of governors has a very clear understanding of the school's strengths and weaknesses and works very well with the headteacher. He, along with a small nucleus of governors, is urgently pushing forward the need for them to function more effectively and in developing their role in supporting the management team and supporting and reviewing school improvement. Parents comment that they do not know the governing body or get opportunities to meet them and discuss school issues. However, only a significantly small number of parents attended the Governors' Annual Meeting for Parents.

72. Despite the significant difficulties it has experienced, the school is successful in applying best value principles. At the time of the last inspection it provided good value for money. Whilst it is now satisfactory, with the support of the Local Education Authority there is good comparison of its performance with other schools and good management of its finances. The school has recently introduced new technologies to support its administration and this, along with the excellent support of its administrative staff and site manager, is ensuring that the day-to-day running of the school is very efficient. However, playground and lunchtime support staff are not always effective in ensuring that the school's policy for encouraging good behaviour and maintaining good relationships is consistently applied. The school uses specific grants appropriately for their designated purposes.
73. There are sufficient staff to teach the National Curriculum. There is a range of qualified and unqualified teachers. The school has suffered from local teacher recruitment and retention problems. At the time of the inspection there were suitable teachers in every class. The Local Education Authority is providing training and support in the strategies for teaching literacy and numeracy to new staff. The school's professional development programme is good. This, along with the good induction procedures for new staff and monitoring by the headteacher and her deputy, is proving increasingly successful in raising the quality of teaching and standards. Most staff, including the headteacher and her deputy have relevant targets for improvement which are reviewed regularly.
74. The school's improvement plan identifies clearly the priorities for development. However, whilst the priorities are relevant, resources identified and costed, the time period for meeting the priorities and when they will be reviewed is vague. The headteacher is aware of this and is currently reviewing the format. Staff have been fully involved but there has been very limited input from the full governing body in formulating and agreeing the school improvement plan.
75. The accommodation is satisfactory. The school consists of the main building and a detached annex, known as the 'House.' There are 12 classes in the school, three for each Year 3 to Year 6. There are three temporary classrooms in the playground. The school has reached its optimum size, given the current accommodation constraints. However, the school has recently been allocated funding by the Department for Education and Skills for a new two storey high building as a replacement for the mobile classrooms. It is envisaged that the construction of the building may begin sometime next year.
76. There is no grassed area but the school continues to work hard to make the outside environment as attractive as possible with shrubs and flower beds around the perimeter of the playground. There is a pergola situated at the far end of the playground which is used by pupils at break time and lunchtime. Available space is used well and the school plans to provide a parents' room when space allows. The school feels that the need to communicate and work with parents more effectively is an important ongoing priority. The school is maintained to a high standard. Displays are good, including celebrations of the different ethnic groups in the school. This involves signs and directions being in different languages.
77. The overall quality and range of resources to support and enhance teaching and pupils' learning across the curriculum is satisfactory. However, not all year groups plan thoughtfully enough to ensure that resources are not required at the same time. The use of the school's information and communications technology resources is underdeveloped, particularly within classrooms.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to improve the standards of work and the quality of education provided, the governors, headteacher and staff should:

1) continue to raise levels of attainment and standards particularly by the end of Year 6 in English, mathematics, science and information and communication technology.

(paragraphs 1 – 6, 8, 9, 11, 22, 79, 80, 84, 90, 99, 103, 126.)

2) develop teachers' planning to include:

- i. a challenging range of classroom activities matched to the differing pupils' needs, in particular the higher-attainers.
- ii. consistent use of the school's schemes of work to inform planning throughout the school and within year groups.
- iii. appropriate and consistent assessment opportunities.
- iv. provision for evaluating the impact of teaching on pupils' learning and that this is communicated to the head and deputy headteacher more effectively.

(paragraphs 4, 6, 11, 12, 24, 25, 50, 69, 82, 98, 99, 105, 125, 134)

3) improve procedures for assessing pupils' attainment and the progress they make by:

- i. developing a consistent approach to assessing and tracking pupils' knowledge, skills and understanding on entry and throughout the school to enable school, group and individual targets to be matched to need and to improve standards of attainment particularly in English, mathematics, science and information and communication technology.
- ii. more effectively collating and analysing the school's assessment data and ensuring that this is used to inform planning

(paragraphs 25,49, 50, 51, 96, 104, 106, 112, 118, 125, 134)

4) improve the effectiveness of the leadership and management of the school by:

- i. strengthening the role and responsibilities of all members of the SMT in evaluating all aspects of the school and bringing about change as necessary.
- ii. ensuring that there are suitable and effective systems and structures firmly in place and that these are used to support improvement.
- iii. continuing to monitor the quality of teaching and the standards pupils achieve and ensuring that the information gained is used effectively to bring about improvements where there are weaknesses and lack of consistency.

(paragraphs 63, 64, 65, 68, 106, 118)

5) improve the effectiveness of the governing body in:

- i. monitoring the effectiveness of the school's performance and taking the effective action.
- ii. shaping the direction of the school.

(paragraphs 71, 74)

**In addition the school should address the following minor weaknesses:**

- Ensure that the school's attendance rate continues to rise and lateness decreases.
- Improve setting arrangements.
- Ensure that pupils do not lose their entitlements to areas of the curriculum when receiving tuition in other areas.
- Ensure that playground and lunchtime staff support more effectively the school's policy for encouraging good behaviour and good relationships

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	27	16	4	0	0
Percentage	0	6	54	32	8	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	347
Number of full-time pupils known to be eligible for free school meals	126

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	124

English as an additional language	No of pupils
Number of pupils with English as an additional language	236

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	31

### Attendance

#### Authorised absence

	%
School data	5.1%
National comparative data	5.6%

#### Unauthorised absence

	%
School data	0.88%
National comparative data	0.5%

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



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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	52	37	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	22	36
	Girls	29	23	31
	Total	53	45	67
Percentage of pupils at NC level 4 or above	School	60 (66)	51 (63)	75 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	22	21
	Girls	24	23	27
	Total	41	45	48
Percentage of pupils at NC level 4 or above	School	47 (56)	51 (58)	55 (66)
	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	44
Black – African heritage	31
Black – other	21
Indian	16
Pakistani	8
Bangladeshi	15
Chinese	2
White	183
Any other minority ethnic group	27

This table refers to pupils of compulsory school age only.

### 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	4	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y 3 – Y 6**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	26.7
Average class size	29

#### **Education support staff: Y3 – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	164

### **Financial information**

Financial year	2000-2001
	£
Total income	824, 997
Total expenditure	793, 572
Expenditure per pupil	2, 287
Balance brought forward from previous year	115, 511
Balance carried forward to next year	146, 935

### **Recruitment of teachers**

Number of teachers who left during the last two years	14
Number of teachers appointed during the last two years	15

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
Number of unfilled vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

347

Number of questionnaires returned

44

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	39	11	0	0
My child is making good progress in school.	30	47	19	2	2
Behaviour in the school is good.	39	39	20	2	0
My child gets the right amount of work to do at home.	27	30	25	16	2
The teaching is good.	33	47	9	2	9
I am kept well informed about how my child is getting on.	31	40	21	5	2
I would feel comfortable about approaching the school with questions or a problem.	44	35	12	9	0
The school expects my child to work hard and achieve his or her best.	40	44	14	2	0
The school works closely with parents.	30	34	25	9	2
The school is well led and managed.	34	32	14	11	9
The school is helping my child become mature and responsible.	41	34	23	2	0
The school provides an interesting range of activities outside lessons.	14	34	20	23	9

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

### **ENGLISH**

79. Standards in speaking and listening are close to the national average by the end of Year 6 and below in reading and writing. Since the time of the last inspection in 1997 test results have generally been below or well below, with the exception of 1999 when they were in-line with the national average. Since then there has been a sharp decline. During this period there has been no significant difference in the performance of boys or girls or of pupils from different ethnic or cultural backgrounds. Factors contributing to the dip in the 2000 and 2001 tests for 11-year olds included a high rate of teacher changes, now rectified, and a higher than usual proportion of pupils with special educational needs in those year groups. This was compounded further by high pupil mobility, especially in Years 5 and 6. Although standards were well below the national average in 2001 at the age of 11, they were nonetheless just below the level reached in similar schools.
80. The school recognises the need to raise standards in nearly all classes, especially in writing, and is determined to do so. Since the recent appointment of a new subject co-ordinator a good start has been made and a thorough analysis of test results has enabled the school to set challenging but realistic targets for Year 6. The system, which is in its initial stages, has yet to be introduced into other year groups. Inspection findings indicate an improving picture in all classes, with standards already close to national expectations in Years 3 and 4.
81. Throughout the school, there is no significant difference in progress between boys and girls, or between pupils from different ethnic or cultural backgrounds. All pupils, including those with special educational needs or for whom English is an additional language, achieve satisfactorily in lessons and over time due mostly to overall good teaching and willingness on the behalf of pupils to learn.
82. Pupils start in Year 3 with skills in communication, language and literacy about average for their age. As they get older, most pupils continue to develop into confident communicators. By the age of 11 the majority of pupils are attentive and eager to contribute to class discussions. This is encouraged by teachers and support staff, especially at the beginning and end of lessons. Many pupils, particularly higher-attainers, are articulate and will venture opinions about the text studied. Such an example was noted in a Year 5 lesson where pupils were encouraged to experience the feelings and emotions of characters in the story of Isis and Osiris. Similar examples were observed in a Year 3 class distinguishing between the structure of instructions for different tasks and audiences. In Year 6 many pupils, including some for whom English is an additional language, express their views confidently and challenge the opinions of others politely when discussing the banning of smoking in public places. The majority listens attentively, as pupils did in a Year 3 class while the teacher read a passage referring to descriptive language from C S Lewis' 'The Lion, the Witch and the Wardrobe'. Opportunities for pupils to develop independent, higher-order research skills, especially for higher-attaining pupils in Year 5 and 6, are still underdeveloped.

83. Reading is promoted strongly within the school. All pupils, and particularly those for whom English is an additional language, are supported well. The system for encouraging pupils to read at home is good. However, by the age of 11, pupils' reading standards are below the national average. Higher- and some average-attaining pupils read fluently using expression which reflects the meaning of the text. Most pupils use their knowledge of letter sounds well to tackle unfamiliar words, as observed while listening to some Year 3 pupils reading. Whilst the most able use the context of the story to help them to figure out the meaning of unfamiliar words, pupils with special educational needs and those for whom English is an additional language find this more difficult, as witnessed during a Year 6 reading session. Most pupils locate information books in the library. During many lessons they use dictionaries and thesauri well to enhance vocabulary skills and knowledge, seen to good effect in a Year 4 lesson using powerful adjectives to improve imaginative writing. Throughout the school many pupils understand how increasing vocabulary adds to one's enjoyment of reading and writing. For example, Year 4 pupils having read the poem 'Please Mrs Butler' wrote their own poems containing similes such as 'the wind was like a wolf howling around the house'. They read a range of literature which includes modern poets, for example Robert Nash and Roger McGough, female writers such as Sue Townsend, J K Rowling, and Anne Fine, as well as stories from other cultures, for instance 'Masai and I' by Virginia Kroll. Many of the most able pupils selected challenging books, including such classics as 'Macbeth', 'Oliver Twist' and 'Lord of the Rings'. All pupils benefit from group reading sessions and a significant number discuss plot and characterisation fluently, as for example a Year 6 pupil did when expressing her preference for and enjoyment of Jacqueline Wilson's books. Pupils are not so familiar with the skills of skimming and scanning to retrieve information quickly.
84. By the age of 11, attainment in writing is below the national average because pupils are not challenged enough in their written work. The teaching of literacy is evident in examples of extended writing, for instance in history and religious education. Pupils write for a range of purposes such as play-scripts, instructions, book reviews, letters, biographies as well as producing creative and descriptive texts. In Years 3 and 4 they understand the use of tenses, similes, adjectives and metaphors. The skills of dialogue and paragraphing are developed steadily in Years 5 and 6. Pupils have opportunities to improve their work by drafting, editing, proof reading and then presenting the final form. The quality of imaginative and extended writing is improving and for many pupils reflects a good depth of reading experience. This was especially noticeable when reading some passages in Year 6 work referring to passages in 'The Secret Garden' (Frances Hodgson Burnett), prior to writing out their own feelings, for example 'I felt horribly weird and dizzy as though the world was spinning around me'. In story plots drawing on features from texts including Roald Dahl's books, pupils write phrases such as 'the bottles rattled and clattered' while identifying examples of onomatopoeia. In Year 5 pupils studying the text 'Isis and Osiris' in relation to myths and legends learn about personification and begin to use these features in their writing. Examples of higher-attainers' writing based on scenes from Shakespeare's 'Macbeth' include colourful analyses of characters and sensitive and thoughtful writing from another person's viewpoint. Year 6 pupils, while sharing the book, 'The Secret Garden', were fascinated, as conveyed in their writing, by the visual images conjured up by such Yorkshire dialect phrases as 'how are thee?', 'I'm right lonely 'ere' and 'she were right sour'. Such interpretations and their own subsequent written work reinforce in pupils the importance of language as a means of communication. As pupils get older they learn to spell more difficult words and many have developed legible handwriting in a cursive, flowing style using ink.

85. Literacy is promoted satisfactorily through the use of the National Literacy Strategy. In all classes literacy is being improved through other subjects, for example the importance of listening and carrying out instructions in physical education, in writing up science investigations accurately and reading and acting out Biblical and Shakespearean play scenes at assemblies.
86. Overall the quality of teaching is good. No teaching was unsatisfactory and in 72 per cent of lessons it was good or very good. Staff have worked hard to improve strategies for teaching the literacy hour. A particularly good example was in a shared reading activity when Year 4 pupils discussed the use of imaginative and descriptive words to generate interest and hold the readers' attention. Questioning was used effectively to promote and assess understanding.
87. Many teachers have high expectations of pupils and value their contribution to discussions, seen to good effect in a Class 3 lesson on composing a list of ingredients for a magic potion based on Macbeth's three witches. In English lessons most teachers have established good routines and created purposeful working atmospheres. This contributes to the positive attitudes of pupils who generally work hard with enthusiasm and interest to complete their work successfully. Relationships are good and pupils support each other well, giving help and encouragement to anyone who has a problem. Teachers' close co-operation with learning support assistants has a positive impact on the quality of learning and particularly for pupils with special educational needs. Good examples were noted in Years 5 and 6 on characterisation in texts and analysis of persuasive arguments respectively. Support for higher-attaining pupils is not so apparent.
88. Overall pupils' behaviour is good in lessons. Once they are assigned to a task pupils concentrate well and their work output is good, as witnessed in a Year 4 lesson studying the use of powerful adjectives. Occasionally lesson introductions are too long, resulting in some pupils losing interest as well as restricting time for written and independent work. In the good and very good lessons planning is focused clearly on practising and improving key skills for pupils of all abilities. For example, in a Year 3 lesson the teacher provided pupils with good examples from a text which reflected the importance of words for ordering instructions, such as 'first', 'next', 'after', 'finally', to establish meaning. This good teaching enabled pupils to re-order a group of statements and instructions successfully. The ends of lessons are focused sufficiently well on re-emphasising points from lessons or offering effective feedback. In many lessons teachers intervene frequently to point out common mistakes, offering appropriate alternative strategies so that pupils' learning moves on. The quality of marking is mostly consistent. At best it is positive, evaluative and sets clear targets and suggestions to help pupils' improve.
89. The subject co-ordinator, who has been in post for almost a year, manages the subject satisfactorily. He ensures that the curriculum is planned appropriately and that there is a good balance of learning opportunities. He has carried out an extensive review of provision and together with other staff has updated the policy and scheme of work. His effectiveness is enhanced by the opportunity to monitor teachers' planning and how the subject is taught. A check is kept on pupils' attainment and progress through the use of statutory tests in Year 6 as well as regular standardised tests in Years 3, 4 and 5. Test results are analysed carefully and a target-setting system has recently been put in place for Year 6 pupils, with plans to extend to all other year groups. This will result in a more rigorous tracking procedure, which the school requires in order to be fully aware of all pupils' progress. The co-ordinator has a clear idea of strengths and areas for development in the subject, and realises that writing is a priority, which is being dealt with. He, together with the headteacher and deputy headteacher, has carried out lesson observations, offering written and verbal feedback

to teachers on the quality of teaching and learning. All classes are stocked adequately with books and the school library, which contains mostly non-fiction is maintained and supervised well. This good resource, when used, is effective in enhancing pupils' higher-level research skills. The use of information and communication technology is underdeveloped in classrooms and throughout pupils' English work. The co-ordinator who is a keen advocate of the subject is committed to raise standards.

## **MATHEMATICS**

90. In the National Curriculum tests in 2001 at age 11, overall standards in mathematics were in line with those in similar schools, but below those found nationally. About half of pupils attained the average Level 4. Attainment in the current Year 6 shows a similar picture. Just over half of pupils are on course to attain at least Level 4, and about 15 per cent of pupils are expected to attain Level 5 by the time of the tests. The teachers in Year 6 are working hard to try to boost pupils' attainments and to improve standards further. The work in pupils' books indicates that pupils in Year 6 have made at least satisfactory progress during the year. A factor that mitigates against the progress of significant minority pupils, however, is their level of disaffection. This was very evident in a mathematics lesson in one class. The reasons for this are unclear and not directly attributed to quality of the current teaching. The teacher was working very hard to make tasks interesting and learning accessible, but a significant number of pupils were disinterested and their attitudes and behaviour spoilt other pupils' learning.
91. By age 11, average- and higher-attaining pupils, achieve standards that are in line with those expected nationally in number, shape, space and measures and handling data. They have a sound grasp, for example of place value and of the four number operations and understand the relationships between decimals, fractions and percentages. Pupils complete written calculations confidently involving multiplication and division of three-digit numbers by one and two-digit numbers. They find perimeters and areas of regular and compound shapes. Most have a sound grasp of common weights and measures although some pupils have a limited understanding of the estimated weight of everyday items. Pupils have at least sound skills in mental mathematics and the majority work confidently with numbers to at least hundreds. Lower-attaining pupils have a fairly secure grasp of some of these aspects of the curriculum but there are gaps in their knowledge and understanding. Pupils with special needs experience more difficulties in mathematics and the pace of the work in the lesson seen was too fast for them to gain an understanding of the main concept being taught.
92. In the current Years 3, 4 and 5 classes the standards that average and higher attaining pupils achieve are in line with those expected for pupils of their age. Evidence from a scrutiny of current and past work shows these pupils have been making satisfactory progress in mathematics during the current year. The attainments of most of the pupils taught in the lower ability sets and some pupils in the middle ability set is below expectations, and for some pupils well below national expectations. The high proportion of lower attaining pupils depresses overall standards. The arrangement for setting for mathematics across the school, which has been established for a number of years, is not having the desired effect of raising overall standards. This is at least in part because the lower ability sets are far too large: pupils in each year are divided into three equal sized sets of up to 30 pupils. The lower ability sets consist of pupils whose prior attainment ranges from average to those with significant special educational needs, including those pupils with a Statement of Special Educational Need. Pupils, in the early stages of acquiring English, are also most often taught within these sets. This often has the positive effect of ensuring more adult support, but even with an increased number of adults in the class, some teachers in the lessons seen understandably struggle to meet the needs of all of the pupils through whole class teaching methods.

Furthermore as a number of the pupils in these sets have special needs in relation to behaviour or difficulties with concentration, managing pupils' behaviour sometimes has to be a high priority for support assistants, volunteers and teachers alike. Pupils in some lower-attaining sets lack positive role models of good behaviour from their peers and similarly in the mental and oral starter and in question and answer sessions they lack the stimulation gained from working alongside pupils with average or good mathematical ability.

93. Evidence from pupils' work and from lesson observations shows that teaching is satisfactory overall. Teaching in half of the lessons seen was good and occasionally very good, and, there are strengths in all of the teaching. Teachers have good subject knowledge and at least sound understanding of the National Numeracy Strategy which is a positive achievement, bearing in mind the high proportion of overseas teachers currently employed at the school. This is a result of the good training and support the school has provided. Management of pupils is good overall. There are some very good examples of teachers motivating pupils very well. For example, in a lesson in Year 4 the teacher used very effective strategies to encourage pupils who lacked confidence in the subject to overcome their difficulties and their fear of failure. This was achieved by deliberately using whiteboards for the session, so that mistakes could easily be erased, and by the very good use of praise. Individual pupils were brought to the front of the class to show their work and explain it. This restored pupils' confidence, which was particularly important because, on the previous day, they had found similar tasks very hard. The pace of most lessons is brisk, which enables pupils to learn well. In almost all lessons teachers' explanations are very clear which helps all pupils to understand and questioning is good. In one very good lesson seen in Year 5, the teaching was particularly effective in motivating the pupils many of who have additional needs. The constant reinforcement of the lesson objectives, and the lively and interesting way in which it was delivered, helped pupils to achieve very well and to feel very positive about the subject and their own work, despite the difficulties they experience.
94. In two lessons seen during the inspection teaching and learning was unsatisfactory, despite some positive features. This is because far too many different ideas and concepts were introduced in the same lesson. This led to all but the most able pupils in the set becoming confused and, therefore, the extent of their learning was limited. This poor match of work to pupils' abilities is not reflected in the past work in these same pupils' books.
95. Teachers follow the National Numeracy Strategy. However, the impact of teaching on raising overall attainment levels has not been fully successful, particularly in raising the attainment of the lowest-attaining pupils. Teachers' weekly planning is closely matched to the National Numeracy Strategy guidelines. Plans outline clear objectives for each day and those to be achieved during the course of the week. Pupils have satisfactory opportunities to apply their numeracy skills in subjects across the curriculum, for example in their work in geography, science and history. There is some limited use of information and communication technology to support work in mathematics.
96. The procedures for assessing pupils' progress are satisfactory. The aspect of assessment which needs to be improved, is the use that the school makes of the information. For example, the school has recently begun to use Qualifications and Curriculum Authority tests at the end of Years 3, 4 and 5. The information from any analysis of pupils' results in these tests and in the National Curriculum tests at the end of Year 2 should provide useful information about curriculum targets and for allocating pupils to specific groupings for mathematics. This is not the case. For example, teachers do not actually have the test results of all pupils they teach and therefore make little, if any use of them. Test results are placed in the class teacher's files, not

those of teachers who teach particular sets. The co-ordinator has been at the school since January and has only been co-ordinating the subject, albeit temporarily, since February. She has a clear understanding of the subject requirements. Resources are broadly satisfactory but the use of information and communication technology is underdeveloped.

## SCIENCE

97. Pupils' results in the national tests at age 11 in 2001 were well below the national average and below average compared with those of similar schools. While pupils' achievement in the lessons seen in Years 3 to 6 is satisfactory and sometimes good, those pupils now in Year 6 have underachieved as they have moved up through the school compared with their attainment on entry. Standards are lower now than at the time of the previous inspection, when they were found to be close to the national average.
98. In the present Year 6, standards are below average overall. Too few higher-achieving pupils attain the higher levels. By the end of Year 6, pupils have covered the areas required by the National Curriculum. Pupils currently in Year 6 have developed an adequate understanding of food chains using appropriate scientific terminology such as "producer", "predator" and "prey". Their understanding of habitats, classification of plants and animals and the use of keys are below the expected level. Pupils describe methods such as sieving for separating mixtures and, through investigation, finding out how some materials are soluble and others not. A small number of higher-attaining pupils understand what is meant by "saturation point", recognising that there is a limit to how much solid will dissolve in a liquid. This school term, pupils are developing a satisfactory understanding of light and how we see things. In a lesson seen in Year 6, pupils demonstrated knowledge of primary and secondary sources of light and the difference between them. They were developing an understanding of light reflected by a mirror, enabling them to see behind them. In other areas, such as forces and electricity, pupils have not gained the depth of knowledge and understanding expected for their age. Pupils recognise that an open circuit will prevent a bulb from lighting up or that the thickness of wires affects the brightness of bulbs. Although they identify "open" or "closed" circuits on work sheets, pupils do not represent their own series circuits by drawings and conventional symbols. There is little evidence to indicate that higher-achieving pupils are beginning to know about parallel circuits.
99. Pupils in Year 6 have unsatisfactory skills in scientific investigations. This is evident both in lessons seen and from scrutiny of pupils' work. While they engage in investigations and satisfactorily develop specific knowledge, for example of light, even the most capable pupils do not have the independence expected for their age in this key area of science. Pupils make predictions, use tables and graphs to record findings but do not, for instance, devise their own investigations or take initiative in selecting the equipment needed. They do not sufficiently pose scientific questions of their own. Neither do they suggest improvements in their work, giving reasons for them. There is little to indicate that pupils use information and communication technology as a resource or to record results of investigations.

100. Evidence from lessons and from the wider evidence of pupils' work show that science is taught satisfactorily overall. Three of five lessons seen were good, one was satisfactory and one unsatisfactory. What distinguishes good lessons from the satisfactory are the good introductions that consolidate pupils' earlier learning well so that knowledge and understanding builds progressively. Good emphasis is given to scientific terminology and to checking pupils' understanding of vocabulary. This is of particular benefit to pupils for whom English is an additional language and enables them to achieve well in relation to their prior attainment. Good use is made of visual aids helping pupils to remember key teaching points. These stimulate pupils' interest and, together with enthusiastic explanations and praise, make pupils keen to be involved. A good feature of teaching in Years 5 and 6 is the way in which the teacher who supports pupils with English as an additional language works with the class teacher, often taking the leading role. In a Year 5 lesson about pollination and fertilisation of plants, good subject knowledge was evident in the demonstration of how pollen could be transferred from one plant to another with teachers acting out the roles of flower and bee. The emphasis that was given to the amazing and wonderful aspects of pollination and fertilisation contributed effectively to pupils' spiritual development. As a result, pupils were fascinated, their attention was held throughout and their learning about the male and female organs of a flowering plant was good.
101. By contrast in an unsatisfactory lesson in Year 3, the teacher spent too long on explanations and did not explore pupils' knowledge and understanding sufficiently. There was a lack of pace and excitement in the initial whole class session and time was wasted giving out resources rather than having them ready on pupils' tables beforehand. There was a lack of challenge in the activity and not enough resources available for all pupils to work at the same time, which led to some impatience. These unsatisfactory elements had a detrimental impact on the rate of pupils' learning.
102. Teachers have satisfactory subject knowledge. Teaching methods and organisation of lessons are good overall as is the management of pupils' behaviour. There is a satisfactory balance between whole class sessions and group work. However, some introductions are overlong and, unless exciting and challenging, lead to passivity and boredom. Pupils with special educational needs are supported satisfactorily, enabling them to make sound progress. Pupils respond well in science. In most lessons they sustain good levels of concentration even when the activities are unchallenging. They work purposefully together in groups sharing equipment sensibly and developing their ideas.
103. Teachers are not doing enough to develop pupils' skills in scientific investigations. Experiments are often overly directed by teachers and pupils are not given enough opportunity to devise their own tests and decide on their own equipment. This lack of opportunity contributes to pupils' low standards by the end of Year 6.
104. While teachers satisfactorily check pupils' knowledge and understanding by questioning and marking work, they do not evaluate lessons or record pupils' progress in a systematic way that helps them to plan for the pupils' next steps of learning. While some informal testing and checking takes place at the end of a unit of work, teachers do not have enough information on how well pupils are achieving to ensure that work is planned to meet the needs of different pupils. As a result, all pupils are often given the same tasks. This mainly impacts on the learning of the higher-attaining pupils who are not challenged sufficiently to achieve levels above those expected for their age. However, it also affects lower-achieving pupils and those with special educational needs when ideas are beyond their level of understanding. Although the school has information from formal tests and assessments, this information is not used to track pupils' progress and it is not passed on to teachers to help them identify targets for individuals.



105. A key issue at the time of the last inspection was to develop a scheme of work and a manageable assessment system. The former has been addressed satisfactorily by the adoption of the national scheme of work, which provides guidance for lessons and ensures coverage of the National Curriculum. However, the scheme has not been adapted or evaluated to meet the needs and capabilities of the pupils in this school.
106. Due to changes in staff there has been little continuity in the development of curriculum and assessment and little monitoring of lessons. The very recently appointed co-ordinator has checked the work in pupils' books and has, rightly, identified key areas for development. She has introduced a system for regularly checking pupils' knowledge and understanding in science. However, this system is very new and has not had sufficient time to have any affect on teaching or standards. On the issue of assessment, the school's improvement since the last inspection is unsatisfactory.

## **ART AND DESIGN**

107. An examination of pupils' work currently on display indicates that the standard of pupils' work in art and design in Years 3 to 6 is as expected nationally. Attainment by the end of Year 6 is currently lower than it was at the last inspection, when it was found to be above average. Pupils' progress, including that of pupils with special educational needs and English as an additional language, is satisfactory.
108. By the end of Year 6, pupils have worked with appropriate skill in using a satisfactory range of materials and techniques. They have developed their skills in observational drawings and in the use of shading and toning in pencil drawings, for example, of their faces. They demonstrate understanding of the way in which artists show movement in drawings or paintings. They recreate these movements in drawings using lines and body position or the effect of wind in the hair. Pupils in Year 3 have made good observations of Greek plates and vases to make paper collage in black and orange. They have experimented with papier mache to make models of playground equipment. In Year 4, pupils have successfully developed skills in mixing colours to create tones of blue and red in colour wheels. They have effectively used their observations of willow pattern plates to recreate these designs on paper plates, using blue crayon, paint, pens or fabric. Inspired by the paintings of artists from different times, pupils in Year 5 have studied and repeated the process of still life drawing. From observational sketches, adding shading and then colour, they made their own still life drawings in pastels.
109. Pupils use computer programs successfully in Year 4 and Year 5 to draw and paint images of repeating patterns. However, there is greater scope for information and communication technology to be used to support work in art and design across the other year groups.
110. Only one lesson was observed in art and design. However, discussions with staff and a scrutiny of pupils' finished work and teachers' planning indicate that pupils are provided with suitable opportunities to carry out relevant activities and develop the skills expected for their age. The contribution of art and design to pupils' cultural development is good. Opportunities are provided for pupils to appreciate a range of art from different times and cultures through links with subjects such as history, geography and music.

111. In the one Year 6 lesson, teaching was good. Building on learning from previous work, the teacher effectively demonstrated a new technique. Pupils successfully learnt to attach string to an outline drawing of a moving figure to create relief and then to print it, superimposing the print slightly each time to create the effect of movement. While maintaining good relationships with the pupils, firm control ensured pupils paid attention throughout the demonstration, showing interest and fascination at the effects achieved. Pupils were keen to get started on their own work and settled to tasks quickly with good levels of concentration when cutting and shaping the string. They enjoyed printing with rollers and ink and took pride in their results.
112. The co-ordinator has had responsibility for art and design since the start of the present term only. She is suitably qualified to lead the subject and is keen to do so. In this time she has undertaken an audit of resources. She recognises that the policy for art is in need of review and that monitoring and evaluation of teaching and learning should be a priority. There are no assessment procedures to help teachers identify pupils' current attainment and their skill levels. This prevents teachers from more closely matching work to pupils' needs and challenging them to higher achievement. In this respect, improvement since the last inspection is unsatisfactory.

## **DESIGN AND TECHNOLOGY**

113. Due to the school's timetable, it was not possible to observe many lessons. Judgements are made from limited lesson observations, the scrutiny of work, displays, teachers' planning and talking with pupils and teachers.
114. By the age of eleven, standards of attainment are in line with national expectations and achievement is satisfactory. This is a similar picture to that of the last inspection. Combining design and technology with art and craft, pupils competently make Roman and Celtic artefacts such as shields and helmets. Their designs for Celtic houses are good and the quality of workmanship and presentation by high attaining pupils is good. The realism obtained by pupils clearly demonstrates their sound observation skills and their ability to translate these into recognisable models. However, there are limited examples of pupils designing on paper and evaluating their work.
115. Pupils in Year 3 enthusiastically talk about their designs for Greek artefacts and enjoy the challenge of meeting the design criteria. Pupils in Year 4 meet the design criteria well when they design and make musical instruments linked to investigating sound in science. They understand that sound can be muffled by using more layers on a sound box and the importance of choosing the right material to hold elastic bands in tension to represent strings. Year 5 pupils extend this work to design and make guitars from card, drums, shakers and small harps. The quality of workmanship and the finish of their work is generally satisfactory.
116. Overall, the quality of teaching is satisfactory and this ensures that most pupils' learning is satisfactory. However, some good teaching was seen. Good teaching challenges and inspires pupils to do their best. For example, the enthusiasm of pupils in Year 3 and their dedication to task is directly linked to the enthusiasm and skill of the teacher. In all the work seen, teachers provide good opportunities for pupils to work together, sharing and discussing their designs. They make sound links with other work, for example, the Greeks, Romans and Celts in history, materials and their properties and sound in science and pop-up story books in reading. There was no evidence of pupils using computers to enhance the design process.

117. In all lessons seen pupils showed positive attitudes to their learning and their behaviour was never less than good. Pupils listen well and most sustain pace and keep on task. Pupils cooperate well, share resources and have good relationships. They listen well to their teachers and the positive atmosphere that this creates contributes well to their learning and achievements and the progress they make.
118. The school's assessment procedures are underdeveloped. Support staff are used well and pupils with special educational needs and those for whom English is an additional language make at least satisfactory progress. There is no subject co-ordinator. The subject is satisfactorily managed by the headteacher and her deputy.

## **HUMANITIES**

### **History and Geography**

119. Evidence from pupils' work, displays, the few lessons seen and discussions with staff and pupils, indicate that pupils in Year 6 are working at the level expected for their age in geography and history, as at the time of the last inspection.
120. In history in Year 3 pupils learn about every-day life in Ancient Greece, such as the artefacts used in homes. They find out about the Olympic Games and design a programme of events. They develop their research skills by finding out about different aspects of life then, such as buildings, *'They use columns instead of bricks to hold up the roof'*, and education, *'Greek girls didn't go to school'*. Pupils in Year 4 learn when the Victorians lived and what the main changes were during that time. They learn about the lives of children, and the dangerous jobs poor children had to do. They look at schools and pastimes then and now in their own lives which help them to develop an understanding of changes over time. They find out how occupations have changed by studying pages from the census of 1851 and 1891. A visit to Bruce Castle Museum gives them opportunities to find out more about the Victorians and handle Victorian artefacts, such as a yoke and a mangle, and learn their purpose. In Year 5 pupils construct an Egyptian timeline that clearly lays out the important events between 3000 and 30 BC. They learn about primary and secondary sources of evidence and how they contribute to our understanding of the past. They research a variety of information about Ancient Egypt, such as housing, education, Egyptian gods and temples, and compare lifestyles then and now. In Year 6 pupils develop an awareness of historical interpretation when writing newspaper accounts of Boudicca from the Roman and the opposing Celt point of view. They distinguish fact from opinion, for example in their writing about Boudicca. They write in role as a Celt adopting a Roman way of life. They show good understanding of the advantages and disadvantages with empathy and insight. Over the four years, pupils show developing understanding of historical interpretation and knowledge of the times they study, the people and the changes that take place.
121. In geography in Year 3 pupils investigate their local area, noting important landmarks and information, for example on their way to school. They develop their mapping and observational skills effectively. They use a grid to plot and then describe the location of items, using a grid reference and symbols and a key. They learn the individual countries and capital cities in the British Isles, locating and labelling mountains and rivers, using a key. In Year 4 pupils look at their local environment, beginning with the school. They undertake a survey of noise pollution, making predictions of noise levels in the hall and then plotting them hourly on a graph. They find out more about recycling and what happens to rubbish and undertake a playground litter survey. There is good use of information technology to support this topic, with pupils devising pie charts and block graphs of the areas of litter found in the playground. They use appropriate technical language such as *'environment'*, *'pollution'*, *'recycling'*, and show good understanding of environmental issues. Pupils develop geographical skills effectively

through field work, carrying out surveys, drawing graphs and taking photographs. In Year 5 they develop a wider understanding of the world and the earth by locating the continents and interpreting information about the planet and its rivers. In Year 6 pupils develop a satisfactory understanding of the water cycle, and with diagrams explain what happens to the rain water in their school playground. They identify and use appropriate key words such as *drains*, *'soak-up'*, *'evaporation'*, as they do when describing the different parts of a river. They locate their *'field investigation site'* on the map before their field trip to Trent Park, working out how far the route is, using the scale and some string. In the park they test the velocity of the river flow at different parts. Pupils show their findings in different formats, as section drawings of the river and as block graphs, and recall which section flows the fastest and which the slowest and why, showing good understanding. The field trip makes an effective contribution to their geographical understanding and their ability to carry out and evaluate the work they carry out successfully.

122. No judgement can be made about the quality of teaching, as only one lesson was observed in geography and two in history. Geography was being taught in Years 4 and 6, and history in Years 3 and 5, at the time of the inspection. In the two lessons observed in geography the quality of teaching was judged to be good and in the one lesson in history it was judged to be satisfactory. In the most effective lessons, teachers use their good knowledge of the subject to explain clearly to pupils what they will learn in the lesson. Teachers' skilful questioning helps pupils recall what they have learnt. Pupils respond enthusiastically, reflecting the teachers' interest and enthusiasm for the subject. Teachers plan a range of activities using a variety of resources in the lesson, which keeps pupils interested and learning.
123. Teachers establish good relationships with pupils and pupils' behaviour is generally good. Teachers manage the few pupils well who exhibit challenging behaviour, and praise and encourage pupils' efforts. Pupils work well together on projects in groups so all know what they are doing and share resources. Teaching is less effective when pupils copy from reference books rather than take notes, when there is little pace to the lesson so pupils spend too long on one task. Some activities are too open-ended which means that while some pupils achieve a good amount in the time, others make few gains in their learning.
124. Teachers make good use of their allocation of class time in the information technology suite to support learning in geography particularly. Support for developing pupils' writing is variable. The predominant use of worksheets, particularly in Years 3 and 5 in history, allows little opportunity for the development of pupils' writing and increasing their understanding. Where the writing tasks are the same for the whole class, for example in Year 4 history, below average writers achieve little in their books. They are not making the gains in learning they might, if the work was more closely matched to their ability. However, in a Year 6 class, below average writers have more support for their writing and so achieve the same outcome as other pupils in the class.
125. Leadership and management of the humanities is satisfactory. In a very short time the co-ordinator has already undertaken an audit of resources and a review of teachers' planning, and as a result drawn up an action plan of priorities for development in both subjects. Some additional resources have been purchased, particularly artefacts, to support topics, which will enable pupils to have first-hand experiences in those areas. These are now satisfactory. Although year groups plan together, consistency in how the topics are covered over the four years using the national guidelines has not yet been established. Planning is not yet sufficiently developed to include a range of activities to match the range of attainment in all classes as well as pupils in the earlier stages of learning English. Nor is there as yet a range of resources to support their specific learning needs nor those of pupils with special educational needs. There are

no consistent assessment systems in place for these subjects, although teachers assess pupils' understanding in lessons effectively. Field trips make a good contribution to pupils' learning in geography. In history, however, there are few external visits or visitors to the school. These would add to pupils' understanding of different periods, particularly in a school of pupils with such a diversity of cultures and backgrounds.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

126. Standards both at age 11 and throughout the school are below those expected. Many pupils do not yet have the necessary basic skills to ensure their attainment meets that expected for their ages. Pupils in all year groups are working on age-appropriate levels within specific topics and are attaining at close to the expected levels within these projects. They have used ICT to support their learning across a range of subjects. For example, pupils in some year groups have been using a graphics program to experiment with reflecting designs and to create patterns. Some of this work is of a good standard. Pupils in Year 3 have been using data-handling programs to sort and interrogate data they collected on favourite colours, while those in Year 4 have used ICT to produce frequency charts and a CD-ROM to research information on a science topic. However, because the ICT suite is still relatively new, pupils have not had enough opportunities to acquire and practice all of the necessary skills.
127. There have been good improvements to the provision recently. The school now has eleven networked machines and five laptops. A good scheme of work linked to regular assessments has been written and is being implemented. This ensures that each pupil will build progressively upon his or her knowledge and skills and that pupils' progress can easily be assessed and recorded. However, the speed at which pupils are working through the new scheme is slow. This is in part because many pupils, especially those who do not have access to computers outside school, are fairly slow to locate the keys on the keyboard. Some teachers also say they do not have enough time in the computer suite, due to other timetabled commitments. Clearly not enough use is made of the computer suite. Raising teachers' awareness and understanding of how better use could be made of it, for example to teach a lesson using a word processing package or, more frequently using computer programs or the Internet to research information on topics studied, needs to be developed.
128. Teaching was seen in only two lessons during the inspection. The quality of this teaching and learning was satisfactory in both lessons. In a lesson in Year 6 pupils made sound progress in using a multimedia program to produce a leaflet. Many pupils demonstrated satisfactory skills in controlling the mouse, in using click and drag techniques and in changing font type and size. They logged on and off, although some pupils need help and step-by-step instructions to do this. Pupils in Year 6 had previously learned to place information on a database and interrogate the data. However, they could recount few other completed tasks carried out during this year. Pupils with special educational needs and those for whom English is an additional language were supported well in the two lessons seen and achieved standards similar to those of their peers. Pupils' behaviour in the suite is good and they are interested and keen to learn.
129. In the lessons seen teachers had at least satisfactory knowledge of the subject, and training has been provided in recent months for both teaching and support staff. Due to high teacher turnover the national training programme has been disrupted, although some teachers have completed the training. Discussions with the ICT co-ordinator indicates that teacher confidence in using computer varies quite considerably, although some staff do have good knowledge.

130. The co-ordinator has been in post for two terms and has made good impact on improving the provision and supporting teachers. He is due to leave the school at the end of this term. His successor has a good foundation on which to build and develop work in the subject further. Resources are satisfactory although the computers in classrooms are rather old and some teachers are not familiar with their use and how to operate the associated programs. The range of programs and peripherals is satisfactory, but there was little evidence of their use during the inspection.

## **MUSIC**

131. It was not possible to gather sufficient evidence to make firm judgements on standards or teaching and learning by the end of Year 6. Only one full lesson was seen in a Year 4 class. That lesson was unsatisfactory. There was little opportunity for pupils to demonstrate their knowledge and understanding of music as too much time was taken in dealing with behaviour. Insufficient attention was paid to the teaching of music skills. In another observation of part of a lesson, also in Year 4, standards were as expected as pupils responded with clapping and dance steps to the Greek music of Zorba's dance'.
132. Pupils throughout the school sing tunefully and clearly. Observations of pupils singing in assemblies and during singing practices show that this is an activity in which attainment is at least satisfactory.
133. Learning opportunities in lessons are supplemented by musical performances by visiting musicians. Concerts, for example, have been given to Year 3 and 4 by an Enfield recorder ensemble and to Year 5 and 6 by a company performing music from Asia and Africa, contributing effectively to pupils' cultural awareness. There has been jazz workshops and a children's choir from Uganda perform to the whole school. There are also opportunities, at a charge, for pupils to receive instrumental tuition either individually or in a small group. Currently, approximately 59 pupils receive tuition in either keyboard, piano, guitar or violin.
134. Over the last two years, there have been many staff changes. As at the time of the previous inspection, the music co-ordinator is new. He has only held the position since the start of this term. He is well qualified to lead the subject and has already submitted an action plan for the subject's development. However, since the last inspection, the way that music is planned has not been reviewed nor have procedures for checking pupils' attainment and progress been developed. Both of these were planned at the time of the last inspection. In these aspects, the school's improvement has been unsatisfactory.

## **PHYSICAL EDUCATION**

135. During the inspection the focus was on ball skills and gymnastics. Five full lessons and parts of other lessons as well as the football club were observed. Other evidence included discussion with pupils, teachers, the subject co-ordinator and an analysis of plans. By the end of Year 6 standards are close to national expectations. This is similar to the judgement of the last inspection.
136. All lessons commence and finish with appropriate warm-up and cool-down activities. All pupils know the importance of these activities in relation to heartbeat, breathing and muscle relaxation. Pupils, including those with special educational needs and who are from different ethnic backgrounds, make satisfactory progress overall. They achieve well in ball-handling skills due to good coaching and an eagerness on their part to learn.

137. By the age of 11 pupils demonstrate satisfactory techniques while running, jumping, turning and twisting. For example, in a Year 3 gymnastics lesson, while executing a sequence of jumps pupils showed satisfactory control on take-off and landing. More talented pupils added poise and tension as extra dimensions. They are beginning to measure, compare and improve their own and others' performances. In a Year 6 lesson, for instance, pupils discussed with their peers the benefit of space awareness while dribbling and passing in hockey. They are becoming more aware of the importance of pace and accuracy as they develop passing, receiving and controlling skills in football, hockey and tennis, seen to good effect during a tennis lesson. By the end of Year 6 the majority of pupils, 75 per cent, swims the nationally expected 25 metres with many swimming 400 metres or more. This is an improvement since the last inspection.
138. Pupils enjoy physical education and adopt a positive and enthusiastic approach. They work energetically and are keen to succeed. By the age of 11 both boys and girls know the basic rules of hockey, netball and football. They have acquired a range of skills which include marking, tackling and feinting as well as being aware of creating space. They are beginning to learn the importance of communication in team performances, ably demonstrated during a school football tournament. The majority shows good self-discipline and responds well to instructions. On the odd occasion a couple of pupils show a lack of sportsmanship. However, behaviour during lessons is good overall and pupils respect and value the efforts of others, as in a Year 3 lesson, where pupils applauded the gymnastic sequences of others.
139. Teaching is satisfactory overall with 40 per cent of lessons taught being good. This is an improvement since the last inspection when some teaching was unsatisfactory. Teachers provide pupils with well-structured sequences within lessons, enabling them to move gradually from basics to more complex work. Such an example was noted in a Year 5 class where ball passing and catching drills increased in speed as the lesson developed, but always in a way which ensured that skills were being consolidated and enhanced. Aspects of safety are brought regularly to pupils' attention. Instructions are clear and pupils are encouraged to analyse their work and evaluate its success or relevance to the task which had been set. For example in a tennis lesson, pupils were asked to describe the reasons for a controlled, flowing movement while serving under-arm. During lessons teachers invite the more talented and skilful pupils to illustrate best practice, exemplified well in a Year 4 gymnastics lesson. In nearly all cases teachers change for games. This provides a good role model for the pupils and enables teacher demonstrations to be given easily.
140. The co-ordinator who has been in post for less than a term has already given the subject a higher profile. She is supported by a team of teachers who are willing to devote time to promoting a good range of clubs and teams, including football, netball, gymnastics and athletics. Her own expertise as a qualified gymnastics coach and judge is beginning to have a positive impact on the standards in this discipline. She monitors teachers' plans on a regular basis and has recently introduced a new games and gymnastics scheme of work. Resources are adequate and used well. The indoor and outdoor hardcore surface areas are satisfactory but the lack of a grass surface limits the provision for football, rugby and athletics. Overall the subject is led and managed satisfactorily by the newly appointed co-ordinator, who is keen to promote it.