

# INSPECTION REPORT

## **FERRY LANE PRIMARY SCHOOL**

Tottenham

LEA area: Haringey

Unique reference number: 102127

Headteacher: Alan Jenner

Reporting inspector: Terry Mortimer  
18849

Dates of inspection: 2 - 5 July 2001

Inspection number: 196724

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Ferry Lane Estate Jarrow Road Tottenham
Postcode:	N17 9PP
Telephone number:	020 8801 5233
Fax number:	020 8801 6939
Appropriate authority:	The governing body
Name of chair of governors:	Mr R Crompton
Date of previous inspection:	20-05-1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1884 9	Terry Mortimer	Registered inspector	Mathematics History Geography Music Equal opportunities English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
1966 0	Deborah Pacquette	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils? Pupils' attitudes, behaviour and personal development
3070 5	Graham Stephens	Team inspector	English Foundation Stage Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils?
3181 9	Shirley Duggins	Team inspector	Art and design Religious education Science Design and technology Special educational needs	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</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>17</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>21</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>23</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>27</b>
<b>ENGLISH AS AN ADDITIONAL LANGUAGE</b>	<b>28</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>30</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>34</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Ferry Lane Primary School is an average sized primary school (223 pupils) situated in the High Cross ward, an area of high social disadvantage on the south-east border of Haringey. The school also has a nursery with 26 full-time equivalent places. The pupils mainly come from the local Ferry Lane estate (84 per cent) or the Heron Wharf estate, which is across the River Lea. The school was constructed in 1977 and leases part of its premises to a doctor's surgery. There is a mixture of housing on the estate, including private, council owned (several councils) and housing association property. Various housing associations and agencies and councils use the estate as temporary accommodation for either first or second stage refugee housing. This gives a high turnover to the school affecting the school roll. The predominant countries of origin for refugee seekers including asylum seekers are Turkey, Iraq and Somalia. There are 31 ethnic groups in the school of which the largest group is Black Caribbean and 28 different languages are spoken, including English, of which Turkish is the largest (16 per cent) other than English. There has been a 17 per cent change in the pupil roll since September 2000 and only 64 per cent of pupils in Year 6 started the school in reception. At present the school roll is 223, with a further 45 part-time pupils in the nursery. This is an increase in May 2001 from the figures in 1997. Pupils enter the nursery in the year they are three and transfer to reception class in the year they are 5. There are six classes in the main school, comprising single-year groups in Key Stage 1 and Key Stage 2. At the end of Key Stage 2 pupils move to one of a number of secondary schools in the area.

Pupils' attainment on entry is generally well below average. About 52 per cent of pupils qualify for free school meals, well above the national average. There are 154 (68 per cent, very high) who come from homes where English is not the first language, 54 per cent of the children speak English as additional language (EAL)<sup>1</sup> and 94 (high) are in the early stages of English language acquisition. One hundred and fifty four pupils are supported through the Ethnic Minorities Achievement Grant (EMAG). Twenty three per cent of pupils are refugee or asylum seekers. There are 47 pupils (21 per cent) at Stage 1 or 2 of the special educational needs register and 18 (eight per cent) at Stages 3 to 5 of which five (just over two per cent) have Statements of Special Educational Need.

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

Ferry Lane Primary School is an effective school where pupils achieve well. Children start school in the reception class with below average attainment overall, the range of ability is very wide including a few children that are more able and many with very low attainment. When pupils leave school at age 11 they have achieved standards in line with the national average in mathematics and science. In English pupils' restricted vocabulary limits attainment to below average. The quality of teaching is good and the school is very well led and managed. The school gives good value for money.

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

- The headteacher provides clear educational direction and with the deputy headteacher very good leadership.

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<sup>1</sup> EAL – Pupils who have EAL are assessed to see what level of English language support, if any is required. This support is in Stages 1-4. They refer to Stage 1 for a pupil who is new to English; Stage 2 becoming familiar with English; Stage 3 becoming confident as a user of English; Stage 4 a fluent user of English in most social and learning contexts.

- Teaching standards are good overall.
- Provides very good opportunities for speaking and listening.
- Pupils are achieving well.
- Pupils' show very positive attitudes, behave very well, form very good relationships and their personal development is very good.
- The school's provision for the cultural development of its pupils is very good.
- The staff, pupils, governors and parents have a very good shared commitment to the school.
- The school's procedures for monitoring and improving attendance are very good.
- The school is very good at monitoring and evaluating pupils' progress.
- The governing body is very effective in carrying out its duties.
- The school creates a very positive ethos which encourages the good parental views and relationships with the school.
- The contribution of the community to pupils' learning is very good.
- The relationships between all pupils and pupils and staff are very good.
- The school's provision and support for pupils with special educational needs and pupils with EAL is good.

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

- Standards in English were an issue at the last inspection. Although attainment has risen considerably since then, it is still not high enough at the end of both key stages in writing.
- Ensure that the requirements for religious education are met.
- Continue to develop the curriculum to raise standards in information and communication technology (ICT), design and technology, geography, and history.
- Accommodation in the school for the delivery of the curriculum is poor, especially the antiquated and inadequate fixed air ventilation system which has a restricting effect upon pupils' learning.
- Increase the variety of provision for pupils with EAL.
- The foundation subject co-ordinators' role is underdeveloped and they are not sufficiently involved in monitoring the work of the school.

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

#### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the time of the last inspection in May 1997, the school has moved forward at a good pace and improvement has been good. The key issues of the previous inspection have been addressed well. Standards of attainment have risen above the national trend at Key Stage 2. Pupils achieve well in many subjects, although pupils' limited vocabulary in English and writing skills continue to affect overall attainment in this subject. The leadership and management are very effective, co-ordinators have been appointed and their roles developed for the core subjects. Good opportunities have been made to allow pupils to apply their literacy and numeracy skills across the school. Good assessment procedures have been developed to enable teachers to judge pupils' progress and learning needs. The quality of teaching has improved considerably and is now good. Provision for pupils with special educational needs has also improved and is now good. Of the previous key issues only one area remains to be completed, that of finishing the development of the teaching and learning in English especially by better provision for writing. The headteacher, staff and governors have brought about significant improvements in the standard of education. The school is well placed to bring about further improvement.

## 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
	1998	1999	2000	2000
English	C	D	D	A
Mathematics	D	E	B	A*
Science	D	E	C	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table above shows the results obtained in the last academic year for 11 year olds and demonstrate that, although attainment compared to national results was below average in English, average in science and above average in mathematics, compared to that in similar schools it is well above average in English and science, and in the top five per cent in mathematics. Comparison of those results with the scores obtained by the same pupils at Key Stage 1 shows that achievement is good.

The number of pupils that came into Key Stage 2 during the year and especially into Year 6 with EAL, special educational needs and low attainment was high (46 per cent).

The results for Key Stage 1 show that attainment in 2000 was average in comparison with that in similar schools for writing and in the case of reading it was below average and well below average in mathematics. The trends of results over time show that improvement is above that found nationally. The school's assessment information shows that these pupils made good progress in relation to their prior attainment. The school has set challenging, but realistic targets for attainment in 2001 and is well on its way towards achieving these.

Children enter the nursery with overall standards of attainment well below average and most, including those with special educational needs, make good progress prior to their transfer to Key Stage 1 in all areas of the curriculum, but have standards that are still below those expected. They have varying abilities and include 54 per cent of children with EAL.

The inspection finds that, by the end of Key Stage 2, current attainment is below average in English, but above average in mathematics and average in science. Standards are average in all subjects except for religious education and information technology which are below those expected and in art where standards are above. At the end of Key Stage 1 standards are average in mathematics and science and below average in English. In all other subjects where it is possible to make a reliable judgement standards are in line with national expectations, except in religious education where standards are below those expected and in art where standards, are above those expected. Overall, all different groups of pupils, including those with special educational needs achieve well during their time in school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good. The vast majority of pupils are eager to learn and concentrate well.
Behaviour, in and out of classrooms	Pupils' behaviour both within and outside the classroom is good. Almost all parents think that behaviour is very good. A very small number of pupils do not always meet the school's high expectations of good behaviour. The steps the school takes to ensure good behaviour are very successful.
Personal development and relationships	The school makes very good provision for the personal development of pupils and this is seen in the very good relationships throughout the school.
Attendance	Attendance is satisfactory. Pupils enjoy coming to school

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Overall the quality of teaching is good with many strengths and some areas for improvement. In the lessons observed 96 per cent were satisfactory or better, including 42 per cent good, 19 per cent very good and two per cent excellent.

The core skills of literacy and numeracy are taught well and teaching in English and mathematics is good overall. Some of the strengths of the teaching observed are:

- the very good relationships that teachers develop with pupils;
- the good questioning that develops pupils' understanding;
- the good knowledge that teachers have of their pupils;
- the good behaviour management;
- the good subject knowledge in the core subjects;
- the good quality of teachers' planning and the high expectations that the teachers have of their pupils and their ability to succeed;
- the quality and use of tracking the pupils' work so that it matches their needs.

The school plans work which meets the needs of pupils, including the potentially higher attaining, well. The quality of teaching of pupils with special educational needs is good overall including when pupils are withdrawn for support. This is also true for pupils with EAL. Taking all factors into consideration, especially the learning that has taken place so far this year, the quality of learning is good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and balanced curriculum that is relevant to the needs of all pupils. Overall, all of the required areas of the National Curriculum Programmes of Study are covered appropriately with the exception of information and communication technology, where some areas are not fully covered at Key Stage 2. The school does not meet requirements in the local syllabus for religious education.
Provision for pupils with special educational needs	Good. The very positive 'success' atmosphere of the school promotes the effective inclusion of pupils with special educational needs into every aspect of school life.
Provision for pupils with EAL	Overall good. Provision by the school is good but the funding procedures which are placed upon the school do not allow school to provide enough support in all the right places. Resources are adequate to support classroom teaching effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall the provision is good. Cultural development is very good with school celebrating and pupils being taught to appreciate their own cultural traditions. Provision for pupils' moral and social development is good. Staff provide very good role models. Pupils are encouraged to work co-operatively and take responsibility for their work and for helping other pupils.
How well the school cares for its pupils	Good. Very thorough procedures are in place to cover health and safety and child protection. The school strongly promotes the pastoral care of its pupils. Good procedures are in place to assess pupils' performance.

Parents are kept very well informed and full efforts are made to involve them in their children's education, overall this aspect is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher and other key staff are very good. School is very well led and managed by the headteacher and deputy headteacher who work together in an effective partnership. The headteacher has created a good working atmosphere and management team in which staff work together effectively as a team and subject co-ordinators are developing their roles very efficiently.
How well the governors fulfil their responsibilities	Good. Governors are well informed about and involved in the management of the school and provide strong support for the headteacher and staff
The school's evaluation of its performance	Very effective procedures are in place to monitor and evaluate the curriculum, teaching and learning. Information gathered in this way is carefully considered to help the school move forward.

The strategic use of resources	The school manages its finances very efficiently and ensures that the best value is obtained from the use of all specific grants and funds available.
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Overall, the school has a satisfactory range of well used resources to support teaching and learning, except in religious education. There is an appropriate number of staff who are effectively deployed. There is a good set of support staff who provide valuable support for the pupils. Overall, the standard of accommodation is poor, due to the inadequate ventilation and air conditioning system, but all available space used to maximum advantage.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
Parents are pleased because: <ul style="list-style-type: none"> <li>▪ their children like school;</li> <li>▪ they feel their children are making good progress;</li> <li>▪ behaviour is good;</li> <li>▪ teaching is good;</li> <li>▪ they feel well informed about school;</li> <li>▪ they think the school is helping their children to become mature.</li> </ul>	A very few parents who returned the form would like to see improvements in: <ul style="list-style-type: none"> <li>▪ the range of activities offered to the children.</li> </ul>

The inspection team found that it fully endorses the very positive parental comments and views, which were expressed on the questionnaire and at the parents' meeting. It finds that the school provides as wide a range of activities in the cramped and poor accommodation as is possible.

## **PART B: COMMENTARY**

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

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

1. The standards reported on below are broadly similar to those reported during the school's last inspection, although notably the above average attainment in art and design at the end of both key stages is an improvement upon last time.
2. The school is unusual in that it draws pupils from a very particular catchment area. This has an impact upon standards because the attainment of different cohorts starting school can vary significantly from one year to the next, especially in linguistic ability in English. Baseline assessment shows that children entering the school in 1997 showed well below average attainment, as are children starting school during the current academic year, although the level of English ability is varied. This means that much caution is needed in interpreting year on year national test results, which can fluctuate significantly. It also explains the differences noted below between the school's national test results for 2000 and the performance of this year's cohorts of Year 2 and Year 6 pupils in English, mathematics and science.
3. Importantly, the school's assessment data, along with the evidence of the current inspection observation, shows that in English, mathematics and science, all different groups of pupils, including those with special educational needs, and those with EAL generally make good progress in relation to their prior attainment and achieve well by the time they leave the school. Trends in the school's end of Key Stage 2 national test results since 1996 show an overall improvement in standards since 1996 that is above the national trend of improvement. The school sets challenging yet realistic targets for pupils' future performance and is successful in working towards these targets.
4. This year children who are under five enter the nursery with overall standards of attainment well below average and most, including those with special educational needs, make good progress prior to their transfer to Key Stage 1 in all areas of the curriculum although they enter Key Stage 1 with attainment below that expected. They have varying abilities and include 54 per cent of children with EAL.
5. The table below shows attainment in English, mathematics and science judged by the inspection team and as achieved by last year's Year 2 and Year 6 in the tests, compared to that in all schools nationally and measured by what is known as points scores. These scores take into account the performance of all pupils in the year group.

	<b>National Tests Year 2 2000</b>	<b>Inspection Judgements Year 2 2001</b>	<b>National tests Year 6 2000 [points scores]</b>	<b>Inspection judgements Year 6 2001</b>
<b>English</b>	READING Well below average  WRITING Well below average	READING Average  WRITING Below average	Below average	Below average
<b>Mathematics</b>	Well below average (bottom 5%)	Below average	Above average	Above average
<b>Science</b>	<b>By teacher assessment</b> Well below average	Below average	Average	Average

6. The evidence of this inspection shows that by the end of Key Stage 1, although pupils make good progress, their attainment is below the level expected nationally. The variation in the standards of different cohorts of pupils is emphasised here with the current inspection evidence showing that, this year pupils' attainment in Year 6 is average overall.
7. At Key Stage 1, pupils have broadly average speaking and listening skills. Most pupils talk and put forward their ideas confidently. Pupils with special educational needs and some for whom EAL, make good progress and are included well especially when they are well supported by the classroom support assistant as they were in a Year 1 class when she quietly repeated, explained and generally supported these pupils as the teacher taught the class. In Key Stage 2 pupils' demonstrate speaking and listening skills which are satisfactory and often good. They are confident when answering questions and speak clearly. Pupils in both key stages make good and sometimes very good progress with reading and a few reach a high standard by the end of both key stages. The successful implementation of the National Literacy Strategy together with the additional literacy support is having a positive impact on raising reading standards. Standards in writing are below the national average at both key stages. By the end of Key Stage 1, attainment in writing is below the nationally expected level. Pupils write for a variety of purposes and make good progress showing a marked improvement in the use of punctuation and letter formation. However, a significant minority of pupils needs constant reminders and support. Standards of handwriting are unsatisfactory. By the end of Key Stage 2, attainment in writing is unsatisfactory. Good use is made of literacy skills in other curriculum areas, notably history and geography lessons. In Key Stage 2 pupils undertake a wide range of writing and most teachers' comments are useful in guiding the pupils; they show an appropriate sense of audience in their writing and adapt their writing to suit the circumstances and style required. The standard of pupils' presentation of their work is generally below average. Spelling is inconsistent and unsatisfactory overall.

8. Year 2 pupils achieved below average results in mathematics in the Year 2000 national tests when compared to schools nationally and other similar schools. The current cohort of Year 2 pupils are on course to attain average attainment by the end of the year, having made good progress since entry to school where attainment was well below average. Year 6 pupils achieved above average results in the Year 2000 tests when compared to schools nationally and well above average in relation to similar schools. Importantly, the school's own tracking data indicates that last year's cohort of Year 6 pupils, which contained more pupils than usual with special educational needs, had made good progress in relation to their prior attainment. Pupils currently in Year 6 are on course to attain above average standards by the end the year. This improvement is partly due to the lower number of pupils with special educational needs contained in the cohort and also as a result of good teaching that enables the pupils to achieve well in relation to their prior attainment.
9. By the end of Year 2, many pupils add and subtract two-digit numbers appropriately and gain a suitable understanding that multiplication is repeated addition. They show a satisfactory ability with identifying common two-dimensional and three-dimensional shapes and with drawing and interpreting block graphs. Overall pupils are not confident when solving problems mentally or making simple estimations of length, or generally using and applying mathematics to other areas of the curriculum. By the end of Year 6 most pupils have a sound understanding of the number system and operate the four rules of number satisfactorily to 1000. They competently plot co-ordinates and draw line graphs, and they draw, measure and identify right, acute and obtuse angles with appropriate accuracy for their age. Pupils' ability to use mathematics to investigate and solve problems is satisfactory.
10. In science, the teacher's assessment of last year's cohort of Year 2 pupils showed well below the national average and this is mirrored in the observations of the work of the current cohort of Year 2 pupils, which is below expectations. The Year 2000 end of Key Stage 2 tests showed average results compared to other schools nationally and well above other similar schools. However, this cohort achieved well in relation to their prior attainment. The current cohort of Year 6 pupils is well on course to attain average standards by the end of the year.
11. Pupils' skills of investigative enquiry although generally satisfactory, are less well developed than other areas of science. This has been recognised by the school and teachers have worked hard in recent times to improve this aspect of science work. There are clear signs that this greater focus is improving the standard of pupils' work, but there remains a variation in the depth and quantity of investigative science work from class to class. In relation to developing their skills of scientific enquiry, Year 2 pupils are developing their ability to set up a fair test with some support. With a wooden ramp, toy cars and books they decide how to make the cars travel down the ramp at greater speed, what measurements to take and the best measurement to use. Pupils acquire a suitable basic knowledge about keeping healthy, have a satisfactory understanding of the properties of materials and gain appropriate knowledge about how a simple electrical circuit is set up. Year 6 pupils investigate the behaviour of different forces in making toy cars move. Pupils have sufficient opportunities to devise their own investigations and work in a systematic way. The following table shows standards in subjects other than English, mathematics and science.

	<b>By the age of 7</b>	<b>By the age of 11</b>
<b>Information and communication technology</b>	At the expected level	At the expected level
<b>Religious education</b>	Below the expected level	Below the expected level
<b>Art and design</b>	Above the expected level	Above the expected level
<b>Design and technology</b>	At the expected level	At the expected level
<b>Geography</b>	At the expected level	At the expected level
<b>History</b>	Above the expected level	At the expected level
<b>Music</b>	At the expected level	At the expected level
<b>Physical education</b>	At the expected level	At the expected level

12. In art, pupils attain above average standards by the end of each key stage. They acquire a satisfactory range of skills and techniques as they progress through the school. For example, at Key Stage 1. Year 2 demonstrate good use of bold colours and flat patterns in their pictures inspired by the Lady in Purple Rose and Anemones by Henri Matisse. The work of the Dutch artist Piet Mondrian successfully influences the work based on straight lines, squares and rectangles exhibited by Year 6.
13. In design and technology, pupils attain standards that match the national expectation by the end of each key stage. While designing a multicoloured coat for Joseph, Year 2 pupils effectively develop their knowledge and understanding that clothes are made from sections joined together. A very purposeful project that involved Year 5 pupils with Haringey Education Business Partnership successfully portrayed the real meaning of design and technology.
14. Pupils attain appropriate standards for their ages in geography and history by age seven and 11. At Key Stage 1 pupils competently use maps and plans. At Key Stage 2, older pupils confidently plot the course of a river and use appropriate vocabulary. With help, they make appropriate use of grid references to locate places on maps. In history, pupils attain standards that match the national expectation by the end of each key stage. Pupils acquire appropriate knowledge about people from the past and the conditions in which they lived. Year 6 pupils gain a satisfactory understanding of the concept of using 'primary' and 'secondary' sources discovering information about events, people and changes from a range of sources.
15. Standards in information technology at the end of Key Stage 1 are in line with national expectations and they are below in Key Stage 2. With the building of the new computer suite, the breadth of work now carried out ICT has increased significantly since the last inspection. The impact of the improvement in ICT is yet to be fully realised in terms of raising standards further. However, even at these early stages of using the school's new facilities, it is clear that pupils are gaining a broad spectrum of awareness and acquiring much familiarity and confidence with using ICT. In Year 2 pupils generate block graphs as part of a display on 'Places We Have Been,' they use the word processor to write accounts and descriptions

that they can save and retrieve and they give instructions to a programmable toy. By the end of Year 6, they have used the Internet to research information in geography and history, word process letters to Arsenal Football Club and set out poems for display. Pupils use ICT in other subject areas and examples were seen of pupils using ICT very effectively in support of literacy, mathematics, science, history, design and technology, art and music work. The school is aware that, due to the lack of necessary resources for teaching and learning, pupils at Key Stage 2 are currently acquiring insufficient experience in control, modelling and sensing physical data.

16. Standards in music are satisfactory at the end of Key Stage 2. It was not possible to observe music lessons at Key Stage 1 during the inspection, but standards of pupils' singing in assembly are satisfactory. Key Stage 2 pupils acquire good skills in performing with a range of instruments. Older pupils show average skills of evaluating and comparing the features of a piece of music. Many pupils play instruments such as guitars, violins, and recorders.
17. The school is not meeting its statutory responsibilities regarding the teaching of religious education. In Key Stage 2 it is evident that pupils in Years 5 and 6 are well aware of the similarities and differences between Christianity and the Muslim faiths.
18. In physical education by the end of Key Stage 1 and 2, pupils attain standards that match the national expectation. By the end of Key Stage 1, pupils understand why they need to 'warm up' and they stretch and curl and then move quickly around the hall dodging and weaving, responding immediately to the teacher's commands. Year 3 pupils consolidated throwing and catching skills, practised marking skills and evaluated tactics employed. Pupils in Year 6 swim regularly and most are able to swim 25 metres before they leave.
19. The school caters well for the needs of all different groups of pupils. Pupils with special educational needs achieve appropriate standards in accordance to their individual abilities, particularly in the development of their literacy and numeracy skills. Good progress is made towards the targets set for them every term.
20. Pupils who have EAL attain satisfactorily and make good progress towards the targets set. The number of pupils that move through the stages is high. The support that the school provides is good and has a positive effect upon the pupils' learning.

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

21. Pupils' attitudes to the school are good. They are motivated, interested in learning and participate well in the activities of the school. This includes pupils with special educational needs and EAL who equally have positive attitudes to learning and are well integrated into the school.
22. Pupils' behaviour in the classroom and when moving around the school is good. There have been no incidents of permanent exclusions. The school is working hard to ensure the level of exclusions is kept to its present level and all pupils are included in the work of the school. There are a few pupils who during lessons cannot sustain concentration for very long periods and who find working independently difficult. These pupils' needs are being well identified and the school has clear and positive strategies for managing their behaviour. Teachers work

closely with learning support assistants, EAL staff and the special educational needs co-ordinator (SENCO) to ensure that the disruption to the rest of the class is minimal. Parents support the view that the school works hard to promote good behaviour and behaviour in general is improving. No litter or graffiti is present in the school. Most pupils respect and care for the school's property and environment.

23. Pupils are polite, friendly and courteous to visitors, greeting them warmly, holding open doors and offering directions when asked. When invited to do so, they speak freely about life in school and willingly share their experiences. Pupils in general are honest and trustworthy and show due respect for school property and that of others. Overall, good attitudes and behaviour are reinforced by the way examples are rewarded and by the consistent and positive support of pupils' efforts by the staff.
24. The personal and social development of pupils is good. They enjoy taking responsibility when given the opportunity. For example, pupils successfully participate in assemblies, deliver registers and play an active role as classroom and lunchtime monitors. When required to work in pairs or groups in lessons, most pupils do so successfully. They co-operate well with each other and share resources responsibly.
25. The relationships formed between pupils and pupils are good. Similarly, the relationships between pupils and adults are good. Pupils co-operate well in lessons and are often observed helping and supporting each other. The good relationships also extend between pupils and the classroom support staff. There is a good degree of racial harmony in the school where pupils were observed showing respect for other cultures, values and beliefs.
26. Pupils' attendance is satisfactory and in line with national average. Most pupils enjoy coming to school and are punctual. The school monitors attendance rigorously and works closely with the educational welfare officer (EWO) to further improve attendance. Comprehensive strategies have been implemented to reduce unauthorized absences and lateness. The consequent, improving attendance has begun to make a positive contribution to the quality of learning in the school.

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

27. The overall quality of teaching is good and enables pupils to achieve well throughout their classes in the foundation and both key stages. Teachers are aware of the very differing needs of pupils. The use of classroom assistants to support pupils is good. Most teachers are experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a number of literacy and mathematics sessions when the teachers moved from whole-class exposition to group work. Teachers' use of timed tasks - and the resulting brisk pace to the lesson is very effective.
28. Teaching at Key Stage 1 is satisfactory overall it reflects the overall good subject knowledge across the curriculum. All lessons were at least satisfactory with 23 per cent good or very good. Planning is generally good and identifies clearly how groups of pupils at different stages of attainment are to be taught. The teachers have implemented the literacy and numeracy initiatives well overall. Classroom management is good and the activities selected are appropriate to the identified aims in teachers' plans. Teachers employ a suitable range of different approaches

to class organisation, including the use of whole-class teaching, small-group work and individual tasks. For example, in mathematics, the Key Stage 1 teachers plan a variety of practical work which pupils can undertake independently.

29. Teaching at Key Stage 2 is good. Of the lessons observed 19 per cent were at least satisfactory with 52 per cent good and 26 per cent very good. Teachers are inspirational and have very good knowledge of their subjects. They also have a depth of understanding that is used creatively to plan challenging work that is very well matched to pupils' individual needs. The strengths of teaching at Key Stage 2 are in teaching English, science and mathematics. This good teaching is characterised by good subject knowledge and understanding, and very clear planning. As a result, lessons are brisk, packed with learning and teachers focus clearly on the learning intentions. In both key stages a number of features characterise effective teaching:

- the very good relationships that teachers develop with their pupils;
- the good behaviour management observed in the vast majority of lessons;
- the good knowledge that teachers have of their pupils;
- the high quality questioning skills seen in many lessons that lead pupils forward in their thinking;
- the effective way support staff are used in classrooms;
- the effective marking of pupils' work;
- the high expectations that teachers have of their pupils and their ability to succeed;
- the good use of assessment in English, science and mathematics to guide planning.

30. Throughout the school, class discussions are lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. The good use of the numeracy strategy ensures appropriate emphasis on the methods pupils use to solve problems. All teachers present themselves as good role models, and the most effective teaching ensures that other pupils are also used in this way.
31. The teaching of literacy is good. Teachers use the National Literacy Framework to guide their planning and write detailed plans for the different groups of pupils in their classes. Teachers' knowledge of the literacy strategy is good and as a result pupils are gaining skills in speaking and listening, spelling and reading accurately.
32. Teachers are using the numeracy strategy well to guide mathematics teaching and as a result pupils are achieving well in mathematics at both key stages. In the Key Stage 1 the high level of challenge and lively presentation engages all the pupils who are eager to learn and reluctant to end the lesson. Mental mathematics lessons are lively and exciting; for example, using a metre stick at a cracking pace for steps along the way for mentally counting on in one, two and five. In Year 6, the teacher provides well for the whole class extending the higher attaining group with problem solving at a higher level.
33. During the past two years the level of teacher absence has been extremely low (less than 0.5 per cent). This has been an important factor in the stability of the pupils and the ability of the teachers to improve their teaching. Teachers maintain

good relationships and this generally results in good management of pupils and good behaviour. They use praise well to modify behaviour and reward good work. Instructions given to pupils are very clear, and teachers listen carefully to pupils' replies and questions, and show that they value them all. Teachers manage pupils very effectively, which results in increasingly good behaviour. The emphasis all the teachers make on good behaviour and co-operation is having a very beneficial effect overall on their level of progress. The weaknesses in teaching are highlighted where the teachers are insecure in subject knowledge and behaviour management suffers as a result and pupils' learning is unsatisfactory. Although behaviour management overall is good, in those lessons where pupils are not challenged sufficiently behaviour becomes a problem and pupils do not learn effectively. This is a key factor in some of the satisfactory, and the very little unsatisfactory teaching observed.

34. Assessments using informal strategies to gauge pupils' understanding are apparent in many lessons. Groups of pupils are well supported in their classes by the special educational needs assistants. They use a range of strategies usually organised by the class teacher. Marking is also inconsistent overall. Most teachers use the school's marking scheme well and enable their pupils to understand what needs to be done to improve. Homework is used appropriately to support pupils' progress throughout the school.
35. There is a good level of awareness of the needs of the full range of pupils with special educational needs amongst all teaching and support staff, and in-service training has enhanced this. The quality of teaching of pupils with special educational needs is good overall with very good teaching in sessions when pupils are withdrawn from their mainstream class. Consideration is given to planning work in literacy and numeracy to suit groups of low attaining pupils who are helped in a supportive way and encouraged personally by class teachers and support staff. Individual education plans are clear and easily understood by all interested parties. However, the school has recognised the need to plan working programmes with class teachers that identify realistic, achievable learning steps that further promotes pupils' effective learning and maximises progress towards their targets.

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

36. The curriculum is broadly based and meets the requirements of the National Curriculum. The quality and range of learning opportunities are satisfactory and good in English and mathematics where the national strategies have had a very positive impact. This is a considerable improvement since the last inspection when the curriculum did not meet statutory requirements in some of the foundation subjects. Nevertheless the curriculum is very heavily balanced toward numeracy and literacy and therefore there is less coverage of some of the foundation subjects. As a result standards in information technology, design and technology, geography and history need to be raised further and the curriculum needs to be developed in these areas. Statutory requirements for the teaching of religious education are not met and the locally agreed syllabus is neither applied nor considered by all staff when work is planned. This is unsatisfactory and needs to be addressed. Scrutiny of work revealed many inconsistencies of provision in this subject.
37. All pupils with special educational needs and those with EAL have full and equal access to all aspects of the curriculum. Good provision is made for pupils with

special educational needs. The SENCO works closely with teachers, support staff and parents to support the effective learning and progress of these pupils. The policy appropriately follows the requirements of the Code of Practice. Teachers' initial assessments of pupils' attainment when they enter school are used to identify those likely to experience learning difficulties early on. This is an improvement since the last inspection.

38. The school is making use of nationally provided schemes of work from the Qualifications and Curriculum Authority which they appraise and adapt, if necessary, in the light of existing schemes and the needs of the school. Long and medium-term planning is satisfactory and short-term planning, particularly in mathematics and English is good and often very good, meeting the needs of all pupils well and detailing key questions, which in turn helps ensure good ongoing assessment. A comprehensive teaching and learning policy that sets out the school's unified approach to raising standards underpin all planning.
39. There are appropriate arrangements, approved by the governors, for the provision of sex education to pupils in Year 6. These plans are kept under review and amended as and when necessary. There is very good provision to raise pupils' awareness of the misuse of drugs, which the school sees as a high priority. The school is also a pilot school in the local education authority's healthy schools project. This will, in the first instance, focus on curriculum issues such as a review of the school's aims and a greater use of personal and social education and also on community issues involving the greater involvement of community groups.
40. A limited range of extra-curricular activities is provided. Professional coaches are employed to teach football skills and a recorder club also exists for pupils in Key Stage 2. Peripatetic teachers provide tuition for the keyboard and guitar. Good use is made of resources outside of school, for example, children in the reception class visit a local nature reserve and other areas and pupils in other classes visit museums and other places of interest, such as Year 2 who visited the Monument as part of their study of the Fire of London. Pupils in Year 6 have the opportunity to visit Wales on a residential fieldtrip and this makes an important contribution to pupils' spiritual, moral and social development before they leave the school.
41. Community links are very good. Pupils have enhanced the local environment by contributing artwork for the Tottenham Hale underground station and also along the banks of the River Lea in the Watermarks project. They collect for charities such as OXFAM, LEPR, Help the Aged and the World Wildlife Fund. Arrangements are made for the police liaison officer, fire officer and representatives of the local water and rail authorities to visit annually. They warn pupils of the dangers they may face in the immediate vicinity of the school where two railway lines, a river and very busy roads are constant hazards. Storytellers, and either theatre or dance groups visit the school termly and a cricket coach from Middlesex County Cricket Club visits the school weekly in the second half of the summer term. The Haringey Business Partnership supported a successful 'business' established by Year 5 making jewellery and the pupils also interviewed a local bank manager when trying to raise capital at the beginning of the project. These pupils also take part in the borough's Junior Citizen Scheme which increases their awareness of citizenship issues and helps prepare them for transfer to secondary school.
42. The school has formed satisfactory links with partner schools. Pupils transfer to several other schools at the age of 11, many of them outside the immediate area.

This makes it more difficult to build up close relationships. However all pupils have the opportunity to visit their new schools prior to transfer and teachers meet to discuss individual needs.

43. The school places great emphasis on provision for pupils' moral, social and cultural development. The regular use of circle time (when pupils all sit round quietly and discuss issues that are important to them with the teacher) helps provide for pupils' spiritual development.
44. Provision for pupils' spiritual development is satisfactory. Daily acts of collective worship provide limited opportunities for reflection. However, the overall planning of the curriculum ensures that 'awe and wonder' are infused through topics such as the study of Living Things in the Foundation Stage - giving pupils regular opportunities to marvel at the wonders of nature within the local environment, either by the river, in the nature reserve or in local woodland. Among older pupils spiritual consciousness and an appreciation of non-material values are raised through fables and legends with lessons drawn to relate to contemporary life. In circle time, held in most classes, pupils have the opportunity to exchange deeply held views, to reflect on the opinions of others and draw on the lessons that might be learned. In Year 5 the teacher skilfully leads the pupils in a discussion about the nature of fear, their responses to it, how they might support each other and to whom they might turn in times of need. The pupils pause, close their eyes and reflect on the discussion before singing a song 'One More Step' to conclude the session.
45. Good provision is made for pupils' moral education. From their first entry into school pupils are taught right from wrong. As they progress through the school all teachers continue to act as very good role models emphasising good manners, courtesy and fair play. For example in the very good 'celebration assembly' the headteacher expected and received good behaviour from all pupils and on the one occasion he had to intervene said "Excuse me but I don't think someone is showing you respect". The pupil concerned responded immediately. Every member of staff, including teachers and lunchtime supervisors, rewards considerate behaviour in some way. This consistent approach to moral development, implicit throughout the school, is very successful.
46. Provision for pupils' social development is good. Circle time contributes well to pupils' social development by teaching them about turn taking, co-operating and listening to others. There are many opportunities for pupils to co-operate in lessons as demonstrated when one pupil showed his model and said "I could only do it with the help of my friend. On my own it was hard, but with help it was easy." Outside there is plenty of space for pupils to mix and play together as observed on the Key Stage 1 playground where pupils waited patiently for their turn in a game. Lunchtime supervisors meet regularly with the deputy headteacher and employ systems to reward good behaviour and develop strategies to deal with any disagreements that might arise. Every class either has a system of monitors or gives pupils responsibilities on a daily basis. Older pupils help put out benches for assembly help younger pupils at lunchtime and listen to children read in the Foundation Stage, although this did not occur during the inspection.
47. Provision for cultural education is very good. Pupils develop an awareness of their own cultures through subjects such as English, art, history and music and visits. Pupils' cultural understanding is promoted very well through learning about festivals such as Eid, Diwali, Hannakah, Easter and Christmas. The school is very well

resourced to support learning and understanding and displays all round the school are effective in increasing pupil's awareness. For example in Year 2 a display of Jewish Festivals included cards, a Jewish prayer book, a Torah Scroll and a Yad with the question "... has made this Yad. Do you know what it used for?" Visitors to the school include musicians, artists and theatrical groups from different cultures. The school recently employed a Turkish storyteller to work with all classes. Pupils are being given a very good understanding of the multicultural nature of Britain today and the school is addressing the need to maintain the traditions, ethnic identities and cultural roots of its pupils. The headteacher's view of multicultural education is "it's not special to the school, it's part of the school".

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

48. A key issue following the previous inspection was to establish procedures for monitoring and evaluating attainment and progress towards agreed development targets. Nursery and reception assessment is generally in relation to the Early Learning Goals and other aspects of children's development. The baseline assessment used in the reception class successfully identifies children who may have need of support early on. The school's procedures for monitoring and assessing pupils' academic progress in the core subjects of English, mathematics and science are good overall. However, the procedures for monitoring and assessing pupils' progress in some foundation subjects are underdeveloped. The school now carefully tracks pupils' progress in English and mathematics through the use of national test results, Qualifications and Curriculum Authority optional tests and Salford reading test. At present the school is trialling similarly rigorous measures in science. The analysis of information gathered from the tests is used successfully to inform future planning and monitor progress made by each pupil towards agreed development targets. The different attainment of boys and girls and ethnic groups is closely monitored and used to guide planning of future work.
49. Through external evaluations and internal analysis every term the school identifies strengths and weaknesses in literacy and numeracy. Reports to the governing body contain recommendations for changes to teaching to improve pupils' levels of achievement and attainment. The governing body monitors progress towards each year group's targets and compare with the previous end of year baseline.
50. Clear, consistent records are kept of pupils' progress and attainment throughout the school. This supports the school in its analysis that identifies areas for action to improve achievement. Teachers' involvement in moderating samples of pupils' work has successfully developed their knowledge of National Curriculum levels. The retained samples of work are suitably annotated.
51. The school's procedures for child protection and ensuring pupils' welfare are satisfactory. There is a staff member with overall responsibility for child protection and all members of the staff team are aware of lines of accountability. The school used the borough's child protection policy and clear guidelines are available to all staff. Pupils receive adequate supervision by staff during the entire school day. The provision for medical care and first aid is good. Although the school undertakes regular routine checks of the premises, there are shortfalls in a number of areas, for example no evidence of annual electrical appliance testing completed, classrooms are extremely hot with inadequate ventilation, insufficient fire extinguishers are in the school.

52. The school has successfully addressed the key issue from the previous inspection that identified the need to improve provision for pupils with special educational needs by improving procedures for the identification of these pupils and improve the monitoring of their progress. Early identification of pupils with special educational needs ensures effective support that successfully promotes good progress. Pupils with special educational needs receive good quality support in and out of the classroom with work that is appropriately planned for them to work in a small group.
53. Teachers continually assess pupils with special educational needs to ensure work is sufficiently focused to enable pupils to make good progress. There is good liaison with external special educational needs support staff and other agencies. The school acts quickly to identify and meet the needs of new pupils.
54. Procedures for monitoring and improving attendance are very good. They are systematic and well implemented. The school uses strategies such as a member of staff taking a record of late comers at the main door, regular contact with the EWO and follow-up letters to parents. The importance of very good attendance is also promoted through newsletters and celebration assemblies.
55. The school has good procedures to monitor and promote acceptable behaviour and to eliminate bullying. These have a positive impact on the attitudes and behaviour of pupils. Self-discipline and inclusion are promoted through a variety of strategies that involve rewards and sanctions. These are understood clearly by pupils and include certificates that are awarded at weekly celebration assemblies. The school has clear rules to ensure good conduct and discipline. These outlined in a positive way the school expectations of pupils' behaviour and they make a significant contribution to the good standard of behaviour throughout the school.
56. Educational and personal support and guidance in the school are good. They are consistently of a high standard and take account of parents and pupils' views. Pupils have reading diaries in which parents as well as staff can write comments. The school offers good pastoral care for their pupils. Pupils with EAL and special educational needs are well supported and their needs are addressed fully. Parents support the view that the school cares effectively for their children.

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

57. Parents' views of the school are very positive. They are pleased with the school and the progress that their children are making. They feel welcome in the school and a part of the school's community and their children's learning. Most parents feel that the school is well led and managed and their children are making good progress. The quality of links between the home and the school are generally good.
58. Parents of pupils with special educational needs are fully involved in discussions about their children's progress, reviews of their education plans and where necessary, annual reviews.
59. The school actively encourages parental involvement. Parents are happy with the daily activities of the school and the 'open door' policy that is in operation. They participate as volunteer helpers when called upon and also successfully organize fund raising and social events. The school has a parents' association, Ferry Lane Active Parents (FLAP), who meet regularly in the community hall which is part of the school building. The parents' association run a crèche facility for the school on

open evenings. Overall, parental involvement has a good impact on the standards of pupils' education.

60. The quality of information provided for parents, particularly about their children's progress is good. Parents receive regular letters, newsletters and reports about their children's progress and are invited to open evenings and other meetings. The school also provides helpful information to parents in the prospectus and governors' annual report to parents. Reports are comprehensive, attractive in presentation and meet statutory requirements. Parents of pupils with special educational needs and EAL are encouraged to be involved in supporting their children's progress. Opportunities are arranged for parents to discuss and sign all individual education plans as they are reviewed.
61. Parental contribution to pupils' learning at school and home is satisfactory. This is done mainly through the parents who help in the school, the home/school reading scheme, workshops for parents and homework.

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

62. At the time of the previous inspection the headteacher had only been in post for two terms and he had only just begun to address some of the issues that were in the school at the time. The inspection this time finds that the leadership and management of the school are very good overall, which is a significant improvement on the position noted in the previous inspection. The school is very well led by a very positive, professional and competent headteacher who has a clear educational vision and a good understanding of the strengths and weaknesses of the school. He has addressed the key issue of raising standards by developing a new senior management team structure that comprises a very good deputy headteacher and key stage managers. This team is very effective in leading the school forward as a result of the way in which the different strengths and skills of the members complement each other. The other members of the school team fulfil their responsibilities appropriately and support the headteacher in the day-to-day management of the school.
63. The headteacher, with the full support of the deputy headteacher has very effective day-to-day management, which ensures the smooth running of the school, and he has established very good links with the community. His motivation, in addition to a strong professionalism, is a desire to provide opportunities for all the children who often come to school with low self-esteem, little English and difficult behaviour. The school's overall aims are very clearly expressed in its mission statement. These aims are fully embedded in all areas of the school's work and the way in which the school translates these aims into practice is very good so that all staff and pupils have a clear understanding of the fundamental principles upon which the work of the school is based.
64. The headteacher has secured the confidence and loyalty of the staff, governors and parents. Staff and governors, who share a strong sense of commitment to the school and a desire to provide good pastoral care, support him well. This is demonstrated by the extremely low levels of staff absence, especially over the past two years. This strong ethos is reflected in much of the school's work and is a major factor in the management of behaviour in the school. Very good relationships exist in almost all classes and these are promoted well by the headteacher and the senior

management team. The commitment to raise standards in English and mathematics is having an impact on the achievement of all pupils.

65. Since the last inspection, the headteacher has made a number of important changes. These include drawing up the school's new development plan and encouraging as much involvement from outside agencies and governors as possible. The current school development plan is comprehensive and a useful working document. The governors and headteacher are taking the necessary action to implement the required changes. All subjects now have long- and medium-term plans, and all aspects of the National Curriculum are addressed. The school however, does not meet the statutory requirements for religious education. The issues within the last inspection report have been completed well and are a testament to the effectiveness of the head teacher and governors. The school still has to complete the development of co-ordinator roles and curriculum plans in the other (foundation) subjects.
66. Financial planning is very good. Since the last inspection a deficit budget of £40,000 has been removed and through excellent planning and hard work has been turned around to a surplus of £37,000. The finance committee works with the headteacher to produce a draft budget that is agreed by the full governing body. This is closely linked to the priorities of the school development plan. The school secretary manages day-to-day finances effectively.
67. The governing body is effective in fulfilling its responsibilities and has improved their monitoring procedures. Governors visit classrooms to assess the effect of school policies, for example, in the management of behaviour. After each visit a report is presented to the next governors' meeting. The co-ordinators give reports to the governing body on their particular subjects and the progress of its development. As a result, governors have a clear view of the strengths and weaknesses of the school, including the standards that different groups of pupils achieve, allowing them to monitor the impact of their work on raising standards of attainment. The governors have developed their strategic management role significantly since the last inspection. The implementation of the National Literacy and Numeracy Strategies has been effective with the support of a named governor. Committees work effectively and have brought about improvements, particularly in the management of the school's resources. Governors, staff, and parents have worked hard to improve the premises to its present state. They have worked hard with the headteacher to improve the fabric of the school, through a building programme that has included work on space for withdrawal of pupils, a library, and a resources room, with plans for further development. Taking into account the way that governors, headteacher and staff have worked together to secure the improvements since the last inspection and the school's successful drive towards raising standards and meeting its own targets, the capacity for further improvement is judged to be good.
68. The roles of the deputy headteacher, who has only been in post for three years, and co-ordinators have developed well since the last inspection. The deputy headteacher's individual influence and experience are used to enhance the learning opportunities of the pupils, especially in numeracy and in working with pupils with special educational needs and to improve the overall quality of the education being provided. With the headteacher, they make an effective and supportive partnership that all involved in the school appreciate.

69. Subject leaders, particularly in mathematics, English, science and information technology, have worked hard to support their colleagues, providing training and modelling lessons in addition to monitoring teaching in their subjects. As a result, the senior management team have a good awareness of the strengths and weaknesses of teaching. Teachers holding subject responsibility are receiving training in subject co-ordination. Overall, the school has established good procedures for evaluating its performance. In addition to the monitoring and performance management systems there is a wide range of assessment procedures to track pupils' progress and these contain sufficient data to evaluate pupils' performance and the impact of teaching.
70. The management of the provision for pupils with special educational needs is good. The deputy headteacher is the SENCO with no class responsibility and ensures that addressing the needs of these pupils is a fundamental part of the school's ethos. Classroom and learning support assistants are suitably trained, capable and have a significant impact on provision. All school staff successfully contribute toward the school's positive ethos for pupils with special educational needs. The school employs a support teacher for a day a week, who works effectively and successfully supporting pupils with special educational needs. She successfully shares her expertise with the co-ordinator to secure good provision for these pupils.
71. The teacher co-ordinator responsible for the pupils' with EAL, and EMAG is effective. He has a limited knowledge of the pupils but with assistance makes sure that the school offers good provision to them. The provision is restricted due to the method of funding EAL and EMAG support. The leadership and management of the EAL provision through the headteacher makes a good contribution to the good progress that the pupils make. There are 28 languages spoken in Ferry Lane, however there is a lack of language support especially in the Foundation Stage to meet all the needs of the pupils in the school. This has a negative effect upon the progress that pupils make.
72. Pupil turnover and use of written English have been identified as a major factor in the pupils' performances in the national tests at age seven and 11. The governors have made provision for support for these pupils from the delegated school budget so that their chances of making progress are not hindered further. The school fully supports the local education authority inclusion policy and in addition to the pupils with poor behaviour is successfully managing and meeting the needs of a number of pupils with serious medical conditions. All staff receive training in managing such pupils.
73. The school's corporate needs and those of individual members of staff are being addressed through the current performance management process. The school's systems for monitoring and evaluating and tracking pupil performance are very good. The school now has a great deal of information about pupils' individual attainment, and is making good use of this data to measure the impact of initiatives or to measure the progress of groups of pupils in the school. The headteacher monitors all aspects of the school every term.
74. Arrangements for the introduction of formal performance management procedures are well in hand and governors have set performance management targets for the headteacher and he in turn has set them for all teaching staff.
75. An action plan was drawn up to address the key issues from the 1997 inspection, and the school has made good progress in addressing the key issues. The school

development plan has since been drawn up with appropriate priorities that are clearly costed in terms of money and time. Grants directed at special educational needs are used appropriately to provide support assistants throughout the school. The use of the grant for EAL is appropriate and helps to raise the standards of the pupils for whom English is not a first language, although it does not deal with those pupils who are supposed to be fluent in English.

76. The school is well staffed with suitably qualified and experienced teachers to meet the demands of the National Curriculum and as far as are possible qualifications match their responsibilities. There are sound arrangements for the professional development of all staff. Priority is given to those that link effectively to whole-school needs identified in the school development plan. Opportunities are available for attendance at courses to support individual professional needs. There are appropriate arrangements for newly qualified teachers to settle in to teaching. They are provided with a handbook that is sufficiently detailed to promote coherent school procedures for all aspects of school life. The school has a suitable programme for induction that involves observation of good practice and support with planning lessons. Mentors are appropriately trained to guide and support new teachers to the profession.
77. The school employs two qualified nursery nurses and two trained classroom assistants, two special educational needs support assistants and two other classroom and educational support staff who provide complementary support for the work of the teachers and make a significant contribution to pupils' learning and achievement. A suitable range of visiting specialist staff regularly visits the school and is effective in supporting teaching and learning.
78. The administrative and clerical support successfully ensure the smooth day-to-day running of the school. The working environment is kept suitably maintained by regular hard work of the premises staff. School meals support assistants make a positive contribution to the social ethos of the school.
79. Accommodation is poor overall and this is despite the improvements made since the last inspection. Despite these undoubted improvements that have significantly enhanced the working environment of pupils and staff, the school accommodation is poorly suited to maintaining an effective quality of education for the new century. The fixed air ventilation system that runs throughout the building is noisy, unsightly and in the most recent summer temperatures does not work even half efficiently. The school does not have windows that open, because closed windows are necessary for the system to work efficiently. Unfortunately the system does not work. By ten o' clock every morning, pupils were drowsy, and performing in a lacklustre way due to the intensity of the heat in all classrooms. The teachers were also suffering in the heat, but managed to deliver good teaching despite the effect of the heat. The school does not have enough accommodation for numbers on roll. The site manager does what he can and governors have organised a rolling maintenance programme but necessary repairs regularly supersede this. Classrooms are generally well planned and corridor walls are brightened with displays and examples of pupils' work. The assembly hall is well used, for dinners, assemblies and physical education. Brick walls and security gates enclose the site. Vandalism is minimal but does occur periodically. Pupils enjoy the tarmac areas. However, the school has no access to any grassed areas for games and play although it does have the use of an all weather community sports pitch. Learning

resources are satisfactory overall in most subjects, with the exception of EAL where resources are insufficient, in light of the number of languages in the school.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

80. This school has made very good improvement since the last inspection. In order to continue that improvement and build on the good work done, the governors headteacher and staff should now:
- (1) Continue to raise standards further in English in both key stages especially in writing. (paragraphs 7, 101, 102)
  - (2) Raise standards in religious education by:
    - ensuring that the statutory requirements for religious education are met. (paragraphs 65, 157)
  - (3) Continue to raise standards in ICT, design and technology, geography and history and the other foundation subjects by: (paragraphs 11, 15)
    - developing the subject co-ordinators' roles in monitoring the pupils' work within their subjects. (paragraph 65)
  - (4) Seek ways to improve the accommodation and especially the antiquated and inadequate air conditioning which has a serious restricting effect upon the teaching ability of the teachers and the learning of the pupils. (paragraph 79)
  - (5) Find ways of improving and increasing the breadth of support necessary to improve the EMAG provision further for all pupils who have EAL. (paragraphs 83, 86)

## ENGLISH AS AN ADDITIONAL LANGUAGE

81. Ferry Lane Primary is a school with a large multiethnic population. English as an additional language and ethnic minority provision are of good quality and a strength of the school. The provision of raising pupil achievement as central to its purpose and as such is in receipt of EMAG. Teaching of EAL is seen as central to the school's provision. There are 154 (68 per cent) who come from homes where English is not the first language and 94 are in the early stages of English language acquisition. One hundred and fifty four pupils are supported through the EMAG. Twenty three per cent of pupils are refugee or asylum seekers. There are 31 ethnic groups in the school of which the largest group is Black Caribbean and 28 different languages are spoken, including English, of which Turkish is the largest minority ethnic language spoken (16 per cent).
82. Ethnic Minority Achievement Grant in the school is co-ordinated by the headteacher in conjunction with the appointed teacher, who ensures that the purpose of raising achievement amongst ethnic minority pupils is always to the forefront of everyone's thinking. He sees the function of the school as to not only raise the achievement of all pupils but also to addressing the imbalance in achievement. He recognises that some pupils have more need of support than others and the staff have identified levels of support based on the assessments made. These groups of pupils are regularly reviewed and make good progress as a result. The attainment and progress of learning of pupils from different ethnic minority communities and those with EAL match that of other pupils in the school as a whole. Those who enter the school with weaker English skills receive support appropriate to their needs and with such support make good progress overall.
83. The EMAG teacher is not involved in full partnership teaching. He supports the class teacher where necessary but is not fully involved in guiding planning and preparation with classroom teachers and other support staff in the various year groups. The best opportunities for partnership teaching are being missed. Although the class teacher and the language teacher have equal status in the eyes of the management, this is not so in the eyes of the pupils as the language teacher is rarely seen to take the class or have roles interchanged. Class teachers are aware of the targeted bilingual pupils and generally support their needs satisfactorily. However, the lack of partnership teaching, in its truest meaning, means that class teachers are not all fully aware of the methods and content of EAL teaching. As a result they are not always able to support the specialised work of the EMAG teacher effectively enough. Within literacy lessons group work is planned with the class teacher. At the lower end of Key Stage 1 groups are extracted from the class to deal with tasks, which are planned for individual pupils according to their language or ability needs. In circumstances where there are pupils who are in the early stages of English language acquisition, the EMAG teacher and the learning support staff prepare specialised work.
84. The teaching of pupils for whom English is an additional language, particularly those at the early stages of learning English, enables them to make good progress, due to the number who receive effective support. Where additional staff are able to support pupils in small groups, in the mainstream classroom, the teaching is always good. The school has made sure that these staff have appropriate qualifications and relevant experience of teaching EAL. As a result they employ some effective techniques. Younger pupils, and those who have recently arrived in the school, derive great benefit from sessions where support is specifically targeted with them.

Class teachers are very aware of the specific needs of pupils who are learning English. Their interaction with pupils and the work they prepare, and the reinforcement of language reflect this awareness. Where EAL pupils have come from troubled areas of the world or their learning is hindered by difficult social circumstances, teachers and support assistants demonstrate a high level of expertise in helping them to settle to their work. This is achieved through establishing very positive relationships and a reassuring atmosphere.

85. All pupils who have EAL are assessed on entry to the school. The headteacher and support teacher regularly monitor the progress of pupils with EAL. Monitoring is extensive throughout the school and all pupils have individual targets for performance and progression. Progression is tracked and actions are taken to support and develop individuals. The headteacher monitors whole classes. He sees EMAG as an integrated priority and the responsibility of all staff members. No pupil is assumed to be in need of special educational needs support just because his or her first language is not English.
86. The school has in the past 12 months suffered a budget reduction of 25 per cent to its EMAG grant due to the method of funding from the education authority. This has reduced the level of support by 0.3 of an EMAG teacher. The school has supplemented this at present and has plans to carry this on next year when the support will drop to 0.5. This along with the level of specific resources, targeted for the variety of languages, within the school is a restraint upon the staff's ability to continue to raise the standard of achievement of ethnic minority pupils.
87. The results of national tests are broken down by ethnicity, gender, and pupils who have EAL. The results are used to help the school in developing its targets in English, mathematics and science. The school's curriculum draws upon the cultures in its community and there is a strong commitment and ethos from the headteacher, staff, parents and pupils to ensure that Ferry Lane is always promoting racial harmony and achievement and is an exciting place to be.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	76

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	19	42	33	4	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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	223
Number of full-time pupils known to be eligible for free school meals	0	102

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	65

English as an additional language	No of pupils
Number of pupils with EAL	154

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	28

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	12
	Girls	13	13	11
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	77 (70)	77 (80)	77 (70)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	12
	Girls	13	10	11
	Total	23	22	23
Percentage of pupils at NC level 2 or above	School	77 (77)	73 (73)	77 (70)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	7	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	7	6	7
	Total	11	11	12
Percentage of pupils at NC level 4 or above	School	85 (58)	85 (38)	92 (46)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	6	4
	Girls	7	6	7
	Total	9	12	11
Percentage of pupils at NC level 4 or above	School	69 (50)	92 (35)	85 (58)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	58
Black – African heritage	28
Black – other	32
Indian	10
Pakistani	4
Bangladeshi	2
Chinese	5
White	26
Any other minority ethnic group	37

*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	0	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	22.3
Average class size	29.0

#### **Education support staff YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	178

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	1
Total aggregate hours worked per week	30

Number of pupils per FTE adult	11.5
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999-2000
	£
Total income	599,602
Total expenditure	596,130
Expenditure per pupil	2,674
Balance brought forward from previous year	35,407
Balance carried forward to next year	38,879

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	240
Number of questionnaires returned	98

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	21	1	0	0
My child is making good progress in school.	65	33	1	1	0
Behaviour in the school is good.	55	38	1	0	6
My child gets the right amount of work to do at home.	49	30	10	4	7
The teaching is good.	58	33	3	1	5
I am kept well informed about how my child is getting on.	60	31	6	3	0
I would feel comfortable about approaching the school with questions or a problem.	66	30	2	1	1
The school expects my child to work hard and achieve his or her best.	58	32	2	3	5
The school works closely with parents.	52	33	5	5	5
The school is well led and managed.	60	33	0	1	6
The school is helping my child become mature and responsible.	61	33	2	0	4
The school provides an interesting range of activities outside lessons.	36	33	12	5	14

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

88. Children enter the nursery at the beginning of the term after their third birthday and transfer to the reception class at the beginning of the year in which they are five. This means that some children have two years' experience in the nursery before transfer and others one. They enter the nursery with overall standards of attainment well below average and most, including those with special educational needs, make good progress prior to their transfer to Key Stage 1 in all areas of the curriculum. They have varying abilities and include 54 per cent of children with EAL.
89. The quality of teaching is satisfactory overall and sometimes good in all areas of learning. Planning is satisfactory although learning objectives, particularly for non-directed activities, need to be specific and more closely related to the Early Learning Goals. This will ensure greater challenge for the children and enable teachers and nursery nurses to keep more detailed records of progress related to the stages of development detailed in the Foundation Stage curriculum. Following advice from the local education authority the curriculum in the reception class in the summer term includes elements of the numeracy and literacy strategies and therefore the children are prepared well for the routines of these aspects of the National Curriculum prior to their transfer to Key Stage 1.
90. Both the teachers and nursery nurses work well together as a thoughtful, caring team and they have established routines in which the children feel happy and secure.

### **Personal, social and emotional development**

91. Children demonstrate good personal and social development. They are keen, interested and want to be involved and this enthusiasm means that younger children in the nursery often shout out for attention. However they quickly learn to take turns and by the time they leave the reception class they can concentrate for quite long periods of time, raising their hands to ask questions and sharing and clearing away equipment sensibly. Several children, for whom English is an additional language, are very quiet when they enter the nursery and are often observed playing on their own. The staff are patient and establish very good relationships with these children and this was rewarded when a child counted to ten in a loud voice before she jumped onto a mat in the play area, much to the delight of the nursery nurse standing nearby! Children in the nursery play very well together outside, learning from each other through role play, sharing equipment and playing chasing games in groups of four or five. The children in reception share playtimes with pupils from Key Stage 1 and are therefore well prepared socially for their transfer to that stage.

### **Communication, language and literacy**

92. Many children enter nursery with very poor conversational skills, limited vocabulary and poor hand control for writing. Staff in both classes take every opportunity to engage pupils in discussion, for example, the teacher in the nursery asks questions during registration, "Did you see the puppy this morning?" or "How is the new baby?" They also provide opportunities for imaginative role play and as a result spoken language is developed and children's vocabulary increased. From the

outset they are encouraged to listen attentively and enjoy story time. They are encouraged to ask questions such as “What are bulrushes?” and the teachers and nurses always give very clear explanations, extending the children’s vocabulary still further as a result. They enjoy familiar stories such as Hanna’s Surprise and are further encouraged when praised by the teacher as they remember the names of all the different fruits in the story. Working with the teacher, they select plastic letters that match the letters in their names written on strips in front of them. They name the letters and the teacher models the sound that it makes. Children in both classes take library books home every week to share with their parents and in reception the school’s home-school reading scheme is initiated. These children are introduced to parts of the literacy hour but there are occasions when the children sit for too long and their attention wanders. Children are given plenty of opportunities to write using a wide variety of crayons, pens and pencils and several can write well by the time they leave the reception class, one or two even beginning to use full stops and capital letters. One child wrote ‘I went to a Christening in a church’ however this is the exception and the majority are still at an early stage of development with regard to their writing and, although they have made good progress, are not in line to reach the expected level by the time they enter Year 1.

### **Mathematical development**

93. Children make good progress in mathematics but their attainment is below expectations by the age of five. Higher attainers count to 20 and above but the majority work with numbers to ten. Teachers use a variety of strategies to motivate and interest the children. In reception they sing ‘I’ve got sixpence’ as they work with the nursery nurse counting out coins and giving change from six pence, whilst on another table children select the exact number of coins to buy ‘Dogger’ for five pence and the teacher reinforces their learning by counting the numbers on a number-line. Most can identify circles, squares, triangles and rectangles but several children in the nursery could not identify the shapes initially and needed help from others in the group before gaining understanding and identifying the shapes correctly. In the reception class children begin to record numbers more formally but always after appropriate practical experience. They count the number of objects needed to balance a pair of scissors and begin to learn to tell the time using an analogue clock face. In their final term in reception children take home ‘impact’ mathematics sheets and begin to involve their parents more formally in supporting their mathematical development.

### **Knowledge and understanding of the world**

94. Many very good opportunities are provided for the development of children’s knowledge and understanding of the world and they make good progress. However their understanding is still below that expected when they enter Key Stage 1. In the nursery a corner of the room has been transformed into a scene from the seaside complete with deckchairs, sunshades, buckets, spades and pictures of the creatures you might expect to find. The teacher reads a book and replicates the bowl of fruit that features in the story. The children remember previous teaching and can identify guava and passion fruit, a pineapple, oranges, bananas, mangos and an avocado. They are taught the importance of hygiene, wash their hands and with the teacher’s help make fruit salad. Before they taste it they talk about how the fruit smells and feels and later they taste it. Children can identify the changes in a tadpole from the pictures in a book and one exclaims “Look, their tails are getting shorter”. In the reception class the children go out for a walk most weeks, (weather

permitting), and explore the local environment. They plant acorns in a local nature reserve, visit the banks of the river and, during the inspection, saw a heron. They go to a local wood and occasionally a local adventure playground. All the time they are looking and listening as the teacher and nursery nurse explain all they can see and hear. In their books they have cut out pictures that show gases (fizzy lemonade), solids (a house), and liquids (water). In the spring they plant daffodil bulbs and watch them grow. They are beginning to choose their own materials and developing techniques when sticking and joining them together. In reception some children are keen to show and talk about firework rockets, baskets for eggs and robots that they have made.

### **Physical development**

95. By the time children come to the end of the Foundation Stage, attainment is in line with expectations. Through daily opportunities to use pencils and scissors and to play with small construction equipment, children's fine motor skills develop well and they make good progress. Outside the nursery is a large secure play area and although repeated vandalism has restricted the range of fixed equipment available there are large plastic blocks, benches, steps, wheeled vehicles, damp sand and diggers, a barrel, a rocker, mats and chairs. Therefore children are able to run, use the wheeled vehicles, often co-operating well with each other. They climb over, under and through the equipment and sit quietly, as they did with the nursery nurse and complete very large jigsaw puzzles. Trees provide shade over the grassed area and there is a covered area for damp or wet weather. Children in the reception class also take part in physical education although this was not observed during the inspection.

### **Creative development**

96. By the age of five, children attain the expected levels in creative development. Children in reception respond well to music. Once a week a visiting specialist teacher takes the class. In the very good lesson observed, he reminded the children that the previous week they had presented him with a cake. He then proceeded to sing 'Let's make a cake' with a repetitive chorus that the children sang with gusto swaying in time with the music. Every child in turn then became involved as the ingredients were added to the bowl and the mixture stirred. In the nursery there is an interactive display of percussion instruments and the nursery nurse and teacher sing regularly with the children either in small groups or with the class. Two boys became excited as they created a rainbow effect on the computer and rushed to tell the teacher. Painting is a regular activity and one boy in the nursery showed great concentration as he painted his hand and made blue handprints all over his paper. Children also have the opportunity to use different mediums and charcoal drawings of quality were on display in both classrooms. Their use of construction and small world play also offers imaginative opportunities and three boys were keen to describe and demonstrate their robots and 'Power Ranger planes!'

### **ENGLISH**

97. Attainment in English is below average overall at the end of both Key Stage 1 and Key Stage 2. Results of the 2000 national tests indicated standards well below average at Key Stage 1 but above in reading and in line for writing when compared to similar schools. At Key Stage 2 standards were below average but well above when compared to similar schools. Inspection evidence indicates that pupils make

good progress in all aspects particularly reading and speaking and listening in both key stages and the school has made the further development of reading and writing a priority in the school development plan.

98. There has been an overall improvement since the last inspection and this can be largely attributed to the influence of the National Literacy Strategy, better leadership and monitoring of the subject and improved standards of teaching.
99. Speaking and listening skills are in line with expectations at Key Stage 1. This reflects at least good and often very good progress from entry into school. Pupils are able to focus well and concentrate in lessons. Pupils with special educational needs and some for whom EAL, make good progress and are included well especially when they are well supported by the classroom support assistant as they were in a Year 1 class when she quietly repeated, explained and generally supported these pupils as the teacher taught the class. Teachers work hard to enrich pupils' vocabulary; for example introducing the word diary in a Year 2 class after the pupils had correctly identified a picture of the Great Fire of London and were listening to an extract from Samuel Pepys' diary. In Key Stage 2 pupils' speaking and listening skills are satisfactory and often good. The literacy hour provides good opportunities for pupils to concentrate on what is being said and is enhanced further when teachers articulate words clearly, maintain a brisk pace and hold the pupils' attention. For example, in Year 3 the teacher read out several letters emphasising expression and punctuation having told the pupils to listen carefully. The pupils then read with the teacher and demonstrated that they had listened well as they practised their speaking and reading. Good relationships between pupils and staff also give pupils the confidence to 'have a go,' as in the Year 5 class when pupils confidently voiced their interpretations of old English words in a poem. Progress is less evident where pupils are not given time to articulate their thoughts and where a few pupils are allowed to dominate question and answer sessions at the expense of the majority.
100. Pupils in both key stages make good and sometimes very good progress with reading and a few reach a high standard by the end of both key stages. The successful implementation of the literacy strategy together with the additional literacy support is having a positive impact on raising reading standards. However despite thoughtful well-focused questions by class teachers, limited language restricts many pupils' comprehension skills and therefore their ability to use inference and deduction when considering texts in lessons. A Year 6 pupil when asked to explain the meaning of 'basin' asked whether it had anything to do with 'basil' and another thought 'porcelain' was a carpet. In Year 1 the teacher asks pupils to fill in a missing word in a sentence and despite being shown a picture of a skeleton only 50 per cent associated the word with the picture. In Year 6 a pupil struggled with the word 'brainwave' asking "Is it something to do with the head?" Pupils take home either one or two books from the school library each week and a home-school reading partnership reading record is started in the reception class. All parents are encouraged to support their child's reading at home. Many of the pupils interviewed belong to a local library and most understand how to use a contents page and index when researching information.
101. Standards in writing are below the average at both key stages. However recent attempts to raise standards by ensuring that pupils are given the opportunity to write at length and for a variety of purposes and audiences are beginning to have an impact and given the low starting point, most pupils make good progress. Standards would rise still further if the school rigorously applied its' marking policy in

all classes. As it is, expectations with regard to presentation vary widely and overall presentation is unsatisfactory. There is little evidence to suggest that pupils respond to marking in any way. All pupils practise handwriting regularly and achieve acceptable standards, however none of these skills are applied in their everyday work and there are only very few comments from teachers highlighting this expectation when work is marked.

102. In Year 2 work is dated and marked consistently. Pupils write for a variety of purposes and make good progress showing a marked improvement in the use of punctuation and letter formation. However most handwriting is still printed except in handwriting books where the majority of pupils demonstrate a cursive style! There is some dialogue marking, for example, 'please read through and check your work.' In Year 6 overall presentation is poor with little evidence of improvement. Comments in books such as 'you must now work on your presentation and spelling' have no impact on subsequent work and the teacher's own handwriting does not set an acceptable model for the pupils. In other classes in Key Stage 2 pupils undertake a wide range of writing and some teacher's comments are useful in guiding the pupils, for example, 'start again using the first drafting approach,' which the pupil does successfully. Pupils are beginning to draft and redraft their work on computers as observed in Year 4 where one pupil re-drafted his argument in favour of television as a useful medium for learning. Writing also makes a significant contribution to work in other subjects such as science in Year 1 where 'the body' was the theme for the literacy hour and similarly in history in Year 2 where the Diary of Samuel Pepys was the focus.
103. Spelling is inconsistent and unsatisfactory overall. The school currently relies on the 'spelling bank' of the National Literacy Strategy as a source of key words and these are taught consistently in classes during literacy hour along with words related to on-going work and also, in some classes, words commonly mis-spelt. As a result many pupils make good and some very good progress. Consistent application of the marking policy and the guidelines for the teaching of spelling would help raise standards still further.
104. Pupils with special educational needs are well supported throughout the school and therefore make good progress in all aspects of English. Teaching assistants provide skilled, experienced support. They help set targets and then support pupils very effectively in lessons. For example in Year 3 the assistant quietly withdrew a pupil to one side of the room to work during a literacy session. The relationship was relaxed and the pupil clearly enjoyed the learning experience. At the same time the rest of the class were well supported by another assistant who worked in unison with the teacher re-enforcing teaching points and writing useful comments on a small whiteboard easily seen by the pupils with special educational needs sitting close to her. Pupils are fully included in lessons and often gain enough confidence, because of the support given, to speak and read in front of peers.
105. Teaching in both key stages is at least satisfactory and often good, an improvement since the last inspection. No unsatisfactory teaching was seen. Teachers have a very secure knowledge of the content and requirements of the English curriculum and the literacy strategy. They are skilful when questioning pupils and often list key questions in their planning which overall is very good. The high quality of the planning ensures that lessons proceed at a good pace, resources are well prepared and ongoing assessment in lessons is good. The high expectations of teachers in

the teaching observed, is not always replicated in their expectations with regard to pupils' written work and this needs to be addressed.

106. The subject is well managed and the co-ordinator provides clear leadership. She monitors all books and is aware that presentation and handwriting are two areas that need to be developed further. She is currently leading a review of reading tests used in the school and a new test, that will also give information on pupils' comprehension standards, is to be trialled soon.
107. Resources for the teaching of the literacy hour are satisfactory and well organised. All classrooms have a selection of non-fiction books but many of these are well worn and not displayed to best advantage. The school library was recently audited by the local authority at the school's request and the summary report indicates that after worn and outdated stock had been removed, approximately £14,000 needs to be spent to bring the stock of books up to acceptable standards. The library currently contains a wide selection of good quality books and the school makes good use of the school library service, borrowing books and other resources to support topics when required.

## **MATHEMATICS**

108. The results of the national standardised tests for 11 year olds in 2000 are above the national average. The proportion of pupils achieving the higher Level 5 is very close to the average. In comparison with those in similar schools the test results are well above average, in the top five per cent. This is an improvement on the results from the previous year, which were well below the national average. The results are also a big improvement since the last inspection report, when results at both key stages were well below the national average. The results for seven year olds in 2000 are well below the average for similar schools.
109. Standards at the end of Key Stage 1 are average, and for pupils in Key Stage 2 standards are above average. Pupils are making good progress in their learning, including those pupils with special educational needs and those pupils who have EAL.
110. In Key Stage 1 pupils are beginning to count accurately and are starting to understand the significance of place value, recognising one and two-digit numbers. Pupils in are able to count forwards and backwards in fives and tens and a few pupils know 'double' and 'half' and are able to calculate multiples of five and partition and recombine numbers well. In Year 2 pupils can recognise and find 'half' as a fraction using apparatus and find various ways of finding half of 16. Pupils have a good understanding of mathematical language.
111. By the age of 11 attainment in mathematics is above the average and pupils are making satisfactory progress. The implementation of the National Numeracy Strategy has been successfully achieved in both key stages and it is providing teachers with clear guidance on what they might expect from their pupils. This is having a positive effect on the pupils' learning. In Year 3, pupils are able to use mental strategies in addition and subtraction facts to 20, and can use appropriate language to explain their strategies. In a Year 4 class, pupils were using partitioning of numbers with increasing confidence when adding pairs of two-digit numbers and used decimal notation in money by changing pence into pounds and vice versa. Pupils in Year 5 were given opportunities to explain their strategies and show

understanding of tables and factors and estimated well in working with mass. At the end of the key stage, pupils show that they can use the skills that they have learned in calculations using the four operations to solve problems.

112. The quality of teaching is good in both key stages. This is an improvement since the last inspection. Lessons are planned to a high standard using the Numeracy Strategy Framework and there is very good support for staff from the co-ordinator, who is a lead teacher in the authority for the subject. The co-ordinator monitors teaching for development, and as a quality control. This monitoring adds to the development of the subject and is part of the ongoing subject tracking. In lessons learning objectives are clearly shared with pupils, and are consistently used at the end of the lesson during plenary sessions to assess and demonstrate learning. The pace of lessons is generally satisfactory and mental mathematics sessions at the beginning of lessons are having a positive effect on pupil confidence in mental and oral skills. Teachers are enthusiastic about mathematics and this encourages positive attitudes in pupils. Teachers provide opportunities for pupils to use appropriate language to explain their methods of working and this is improving their learning. There is evidence that teachers are using mistakes as positive teaching points and this is also helping to build confidence. Behaviour in most lessons is good and pupils listen with interest and take an active part in the lesson.
113. Overall most pupils show enjoyment in mathematics and work with enthusiasm. This is because teachers know their pupils well and are sensitive to their feelings, especially those of pupils with low self-esteem. Staff offer good support to enable pupils to succeed and they learn effectively and do their best. Relations between pupils and teachers are good and most lessons proceed at a good pace.
114. The co-ordinator provides very good support for other members of staff. She has taught 'model' lessons and monitors teaching and planning. Each term the staff get together to agree what work at Level 2 or Level 4 looks like. The co-ordinator has completed an audit of teachers' needs, and ensures that the resources for learning are supplied.

## **SCIENCE**

115. Standards are currently close to the average by the time pupils leave the school at the end of Key Stage 2. In the standard assessment tests for 2000, the percentage of 11 year olds achieving the expected Level 4 or above was below the national average at 80 per cent; of these 27 per cent reached the higher Level 5, which was below the national average. Standards appear to be maintained in Key Stage 1 where, last year the teacher assessment indicated that 77 per cent of seven year olds achieved the expected Level 2 with no pupils achieving the higher Level 3. These figures were well below the national average.
116. Currently, standards at Key Stage 1 are below expectations and at Key Stage 2 broadly average. Pupils' standards in lessons observed are satisfactory overall in their knowledge of scientific facts. However, scrutiny of work during this current school year indicates that standards are broadly in line with expectations in both key stages in the knowledge aspect of science. Standards in scientific enquiry, which are not examined in national tests, are broadly in line with expectations throughout the key stages.

117. In Key Stage 1, Year 1 pupils demonstrate secure knowledge that forces are used to push and pull. They are familiar with recording their findings with labelled diagrams. A significant minority are developing an understanding that a skeleton needs muscles to move and exercise helps to strengthen them. Year 2 pupils are developing their ability to set up a fair test with some support. With a wooden ramp, toy cars and books they decide how to make the cars travel down the ramp at greater speed, what measurements to take and the best measurement to use. Year 3 pupils have a good awareness of health and safety by using plastic gloves when investigating what soil is made from. They make good progress in developing systematic observations using simple equipment. Year 4 pupils make appropriate progress in using Newton meters to measure the force to move an object on different surfaces. Using their knowledge of plants needs to grow healthy Year 5 pupils demonstrate their ability to prepare their own investigations to consider the main factor that may affect plant growth. They know to alter one factor at a time and several examples should be used to give a more secure result. Year 6 pupils investigate the behaviour of different forces in making toy cars move. Pupils have sufficient opportunities to devise their own investigations and work in a systematic way. This is an improvement since the previous inspection where attainment in investigative and experimental science was below expected standards in Key Stage 1 and well below in Year 6.
118. Science contributes to the development of vocabulary and the speaking and listening aspects of literacy. For example, Year 4 is encouraged to use scientific vocabulary very precisely when describing what they are measuring in Newton's. Year 2 work supports numeracy through accurate measuring of the length a car travels. Pupils with special educational needs are assisted well by teachers and support staff, and make good progress.
119. In the previous inspection teaching was unsatisfactory in 29 per cent of lessons. This was a serious weakness. Teaching in science has made a significant improvement with 33 per cent of teaching observed being good, 50 per cent satisfactory and 16 per cent unsatisfactory, which is only one lesson. Teaching and learning are satisfactory overall. Teachers plan using the Qualifications and Curriculum Authority's suggested scheme of work. A suitable range of practical experiences effectively develops pupils' scientific skills of enquiry and understanding. An appropriate range of recording is developing but insufficient use is made of information technology to record or for information. Pupils are managed well and lessons have suitable pace, which successfully maintains pupils' interests and involvement.
120. The lack of a co-ordinator over the years to oversee planning and assessment has had a significant effect on the progress pupils make throughout the school. However, the newly appointed co-ordinator has successfully made a positive impact on teaching and learning and has clear vision to take the subject forward and further raise pupils' standards in both key stages. Science is a priority area for development in the next academic year. Although planning is consistent throughout the school it does not always effectively build on what pupils know, understand and can do. Assessment procedures are in place, for example a sample of an investigation is kept each term. The school is in the process of trialling a more rigorous system to bring science assessment in line with that of literacy and numeracy.

121. The scheme of work is being reviewed and supplemented with another published resource to ensure pupils' knowledge, understanding and skills are built on systematically from one year to the next. There are sufficient resources, which are neatly boxed under topic headings and easily accessible.

## **ART AND DESIGN**

122. Two lessons were seen during the inspection both at Key Stage 2. From these lessons and from looking at pupils' work it is evident that overall standards are above national expectations at the end of both key stages. This is an improvement on the findings of the previous inspection where standards were found to be in line with expectations.
123. From early on in Key Stage 1 pupils enjoy working in the style of famous artists. Year 1 illustrate confidence when experimenting with watercolours in the style of Raoul Dufy. Year 2 demonstrate good use of bold colours and flat patterns in their pictures inspired by the Lady in Purple Rose and Anemones by Henri Matisse. At Key Stage 2, Year 3 pupils experiment using a range of media, such as wax and paint. Most observational drawings are detailed and good representations of various plants and objects. Pupils demonstrate a developing use of pencil and charcoal shading to add depth to their work, such as Year 4 in their examples emulating the style of Lowry and demonstrating a developing sense of perspective. The work of the Dutch artist Piet Mondrian successfully influences the work based on straight lines, squares and rectangles exhibited by Year 6. Self-portraits drawn by all pupils throughout the school are of good quality with good attention to detail. In most classes pupils successfully use sketchbooks to sketch and develop ideas. Pupils' illustrative skills are used effectively to support other areas of the curriculum.
124. Pupils make good progress as they learn to emulate the work of famous artists. They learn to use a range of media, for example pastels, paint, chalk and crayon to create good quality paintings and drawings. Pupils' three-dimensional work is not so well developed. Pupils respond well to art and enjoy experimenting with different mediums.
125. It was not possible to observe sufficient lessons during the inspection to make a valid judgement upon the quality of teaching. It is clear from teachers' planning and scrutiny of pupils' work that pupils effectively develop skills and techniques using a range of media. Planned lessons have clear learning objectives and opportunities for pupils to select from a range of media and materials.
126. The subject is well managed by the co-ordinator who has successfully established art throughout the school. There is a policy and scheme of work based on the Qualifications and Curriculum Authority's guidelines. Regular assessment takes place on samples of pupils' work. However, the criteria for assessment are not always sufficiently clear to enable the identification of individual pupil's progress particularly in skills and techniques. Around the school, pupils' artwork is displayed well and creates a stimulating learning environment. Resources for the subject are adequate.

## **DESIGN AND TECHNOLOGY**

127. From discussions with teachers and pupils, an analysis of displays and teachers' planning, attainment in design and technology is in line with national expectations at the end of both key stages.
128. In Key Stage 1 pupils carefully consider manufactured puppets before designing. Simple annotated designs illustrate the parts of the puppet along with a list of materials needed. While designing a multicoloured coat for Joseph, Year 2 pupils effectively develop their knowledge and understanding that clothes are made from sections joined together. By disassembling a shirt they begin to recognise the template shapes of the different sections. In Key Stage 2, Year 3 pupils successfully consider packaging for sweets using their knowledge of nets. A very purposeful project that involved Year 5 pupils with Haringey Education Business Partnership successfully portrayed the real meaning of design and technology. It involved pupils designing and producing a product where pupils worked in groups organising and making decisions, costing the product, marketing and selling as well as reaching enterprise targets and quality control criteria. Pupils successfully completed the whole process from interviewing the bank manager to selling the end products. The project was based on fashion and good quality clay brooches, necklaces, skirts, bandanas, purses and bags sold well within the school. Good links with mathematics and information technology clearly recorded their profit and loss.
129. It was not possible to observe sufficient lessons during the inspection to make a valid judgement upon the quality of teaching. It is clear from discussions with pupils and teachers that there is a clear understanding of the purpose and procedure of designing. Focused practical tasks suitably develop a range of techniques, skills, processes and knowledge. However, the control technology element of the curriculum is not sufficiently in place. This aspect is being developed alongside information technology and science.
130. The school is addressing Curriculum 2000 through the use of the Qualifications and Curriculum Authority's guidelines. Design and technology is a fast developing area. An assessment system that identifies what pupils know, understand and can do is being considered to enable more effective progression of pupils' skills, knowledge and understanding. Resources are adequate, neatly kept and easily accessible to staff.

## **GEOGRAPHY**

131. Too few lessons were observed during the inspection and insufficient examples of work undertaken previously were available for a judgement to be made about overall standards. Discussions with staff and a scrutiny of planning indicate that provision for geography is satisfactory.
132. In Key Stage 1, pupils study their local environment. They draw simple maps showing 'How I get home' and use simple grid references to identify buildings in the locality. Older pupils identify and discuss the countries such as Angola and Benin. The school is very careful how it uses the home countries of the pupils as a 'natural resource' as it is sensitive to the situation that have caused the pupils to leave their home countries.
133. In Key Stage 2, pupils compare life in the Nigerian region of Benin with their own. These topics both reflect the multicultural nature of the school and, for many pupils,

establish links with where members of their families live. Pupils study the effects of people on the environment and consider how to make the busy road outside school safer. They investigate levels of noise pollution around school, develop their fieldwork skills and ask and respond to geographical questions. Older pupils have the opportunity to visit Pendarren and compare and contrast that locality with their own city environment.

134. In the only lesson observed during the inspection, teaching was good and the class teacher initiated some useful discussion, encouraging pupils to develop and express their own ideas based on factual evidence they had gathered while looking at aerial photographs.
135. By the end of the key stage, pupils make sound progress in mapping skills, and show an understanding of various aspects of rivers, settlements and the environment. The school uses the River Lea as a local resource. They learn to obtain information from a variety of sources and to communicate their findings effectively. Enthusiasm for the subject, carefully selected areas of study and appropriate levels of support help all pupils make sound progress.
136. There is a co-ordinator of the subject, who with the headteacher endeavours to maintain an overview of it. The school uses the recently developed Qualifications and Curriculum Authority's guidelines as its scheme to provide good guidance for teachers. The school acknowledges the need to enhance resources, especially the range of atlases and maps.

## **HISTORY**

137. There were only limited opportunities to observe history during the inspection, but evidence was taken from discussions, past work, planning and displays around school. Based on this evidence, standards are judged to be similar to that found in most schools. This is a similar position to that at the time of the previous inspection. A significant factor limiting attainment in this subject for some pupils, especially on entry to school and in early Key Stage 1, are the low levels of literacy due to the number of pupils with special educational needs or having EAL. Progress for these pupils quickens as they move through school.
138. In Key Stage 1 pupils study the 'past' using photographs of the seaside through the years, since the World War II. They make interesting comparisons between clothes then and the clothes they wear now. In considering 'How do we find out about the past?' pupils have the opportunity to study primary sources such as paintings done at the time, and 'eye witness' accounts.
139. In Key Stage 2, pupils have a sound knowledge of periods of history they have studied, and are developing a sense of chronology. When studying the Greeks, pupils come to understand how archaeologists uncover the past. They learn the story of Vikings who sailed up the local river Lea. Pupils study the Tudor period and the varied impact those monarchs had on the country. Pupils come to a better understanding of the particular links between Henry VIII and Greenwich. A culmination of this work was following visits to the Geffrye museum the production of a display by the pupils.
140. In the one history lesson observed during the inspection, pupils received every encouragement to observe historical evidence carefully, to ask questions and to

share conclusions with others. Educational visits to the museum and visits from historical theatre help to motivate pupils.

141. The staff have worked hard to devise a history programme that both ensures coverage of the appropriate Programmes of Study and takes account of the local 'historical' environment, and also the pupils' home country where relevant. There is a subject co-ordinator who is very keen and committed to the subject. She acknowledges the need to improve the range of resources, including artefacts and to develop the role of monitoring further when given the time through school planning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

142. Standards at the end of Key Stage 1 are in line with national expectations and they are below in Key Stage 2. However, the very recent installation of a computer suite, the purchase of additional computers for some classes, the networking of the school and the forthcoming training for teachers, means that the school is in a very strong position to raise standards further in the near future.
143. Children in the early years are enthusiastic and confident as they control the mouse and display patterns on the screen that they print to show the teacher. They create columns of squares and cars that they count and, well supported by the nursery nurse, they practise writing their names, although the 'upper case' keyboard does not help them in this endeavour.
144. In Key Stage 1 pupils in Year 1 talk confidently about the human body as they use the computer to identify the different organs that they then describe, later printing out their research. In Year 2 pupils generate block graphs as part of a display on 'Places We Have Been', they use the word processor to write accounts and descriptions that they can save and retrieve and they give instructions to a programmable toy. In Key Stage 2 pupils in Year 3 download, cut and paste information from the Internet and use CD-ROMs to support their research into the Romans. In Year 4 they use the Internet to support research into World War II and Lowry, they have controlled a programmable toy and have just started to investigate Logo that will help develop knowledge and understanding of shape and space in mathematics. In Year 5 pupils have been introduced to spreadsheets and databases and in Year 6 they have used the Internet to research information in geography and history, word process letters to Arsenal Football Club and set out poems for display.
145. Only one lesson was seen during the inspection. The lesson was very well planned and proceeded at a good pace. In Year 2 pupils demonstrated that they understood the meaning of a programmable device by identifying and cutting out appropriate pictures from catalogues. Working with the teacher in small groups they co-operated well as they wrote instructions for a programmable toy. They drew plans predicting the route the toy would follow and were excited when successful.
146. The subject is well led by an enthusiastic co-ordinator who, ably supported by the head teacher has a very clear vision for the subject. Currently the scheme of work is based on national guidelines but a new published scheme is to be introduced in September. A draft policy for the use of the Internet has been produced. Government sponsored training is just about to be implemented for all staff and once completed should, combined with the excellent resources available, have a

marked impact on standards. Arrangements are in hand to utilise a room opposite the computer suite as a library thereby enabling adequate supervision of pupils when the suite is in use.

## **MUSIC**

147. Pupils throughout the school attain standards that are expected for their age, and they all enjoy the range of music-making activities provided. The extra activities provided by a peripatetic teacher are strength of the subject, and with the extra-curricular instrumental groups enable those pupils with particular ability to achieve sound standards. The school uses the Haringey Instrumental scheme to good effect.
148. Younger pupils sing well and show good control of pitch, dynamics and rhythm. They enjoy the pleasure of exploring sounds and rhythm. In the Foundation Stage lesson observed, pupils learnt Old King Cole and used the various instruments to the rhythm of the song. The teacher and support staff also used this occasion to reinforce the social and moral dimensions of the song well.
149. Older pupils learn to create percussion parts to songs and can compose simple melodies. They have a good knowledge and understanding of music from other cultures and the school makes a point of celebrating the variety their pupils represent and bring to the school. Pupils discuss their musical likes and dislikes well and in a very thoughtful and tolerant way. The older pupils taking part in the dance lessons led by the visiting teacher responded to the music in a mature and sensitive way.
150. The quality of the teaching observed was good. Only three lessons were observed and so an overall judgement is not possible. The planning of lessons is good and teachers try to make sure that pupils are kept interested and motivated. In two of the lessons the way that the teacher had the confidence to sing and demonstrate to the pupils was very effective. The teachers, including the headteacher, often have music of many different sorts playing as the pupils come and go in to assembly. This is a very effective way of introducing pupils to new and different music, which they appreciate a great deal.
151. There is an enthusiastic co-ordinator who is looking to develop a much more structured approach to teaching music and greater guidance available for all teachers. She is working on a system for assessing and recording pupils' progress in music from one year to the next.

## **PHYSICAL EDUCATION**

152. During the week of the inspection it was not possible to observe all aspects of the physical education programme. However observations of gymnastics, games and dance, a scrutiny of planning and discussions with staff indicate that at the end of both key stages, standards are in line with national expectations.
153. In Key Stage 1, the Year 1 pupils listen well as the teacher outlines the learning objectives of the lesson and stresses safety aspects before they enter the hall, which they do sensibly and quietly. They understand why they need to 'warm up' and they stretch and curl and then move quickly around the hall dodging and weaving, responding immediately to the teacher's commands. The lesson

proceeded at a good pace until apparatus was introduced when, because the class watched each pupil as they moved in various ways along the benches, pupils become restless and the momentum was lost.

154. In Key Stage 2 two lessons were observed. In a very good games lesson held in the school hall, Year 3 pupils consolidated throwing and catching skills, practised marking skills and evaluated tactics employed. The teacher used the warm up session to introduce control and the importance of using their eyes as they dodge each other. She then linked both activities to games they might play. The lesson went on to introduce the concept of attack and defence and the pupils were encouraged to explain why they had chosen those particular tactics. Management of the pupils was excellent and the teacher constantly praised, challenged and encouraged. In the other lesson Year 6 pupils performed dances, showing an understanding of style and artistic intention. The teacher led by example during the warm up and went on to demonstrate sequencing, mirroring, and cannoning. This ensured that pupils understood the options open to them as, in groups of five, they constructed a sequence of movements to music. Unfortunately resources are not well prepared as the intended music was not available and consequently the music chosen was not ideally suited to the planned activity. Nevertheless, the lesson proceeded and the pupils gained an understanding of the principles and techniques involved.
155. Pupils in Year 6 swim regularly and most are able to swim 25 metres before they leave the school at age 11.
156. All of the lessons observed were satisfactory or better. Pupils enjoy physical education lessons and work with enthusiasm and interest. Younger pupils particularly, listen well to their teachers and other pupils. They work co-operatively and with a sensible regard to their own and others' safety, using space well. The school hall is small and staff correctly emphasise safety as space is at a premium and restricts the options that teachers have for some gymnastics activities

## **RELIGIOUS EDUCATION**

157. Standards in religious education are lower than those expected within the locally agreed syllabus, and are lower than was found in the last inspection. The school is not meeting its statutory responsibilities regarding the teaching of religious education. A limited number of religious education lessons took place during the inspection, but evidence is drawn from the very limited amount of work available for scrutiny, teachers' planning and discussion with pupils and the co-ordinator for this subject.
158. In the two lessons observed in Key Stage 2 it is evident that pupils in Years 5 and 6 are well aware of the similarities and differences between Christianity and the Muslim faiths. Through positive discussions pupils demonstrate a genuine interest and respect for religious values and traditions other than their own. Pupils are eager to share experiences, ask questions and compare concepts.
159. It was not possible to observe many lessons during the inspection. Consequently it is not possible to make a valid judgement upon the quality of teaching. Pupils' learning is hindered by insufficient time allocated to the teaching of religious education throughout the school. There has been no recent in-service training for religious education to effectively promote teachers' confidence, knowledge and

understanding to sensitively teach this subject in a multicultural school. The school has made no progress in adopting a system for assessing and monitoring of standards that pupils attain. School based resources are insufficient. However, some use is made of the local teacher resource centre, parents and pupils.