

# INSPECTION REPORT

## **ST JUDE & ST PAUL'S C OF E PRIMARY SCHOOL**

Islington

LEA area: Islington

Unique reference number: 100442

Headteacher: Marjorie Wood

Reporting inspector: Terry Mortimer  
18849

Dates of inspection: 26 - 29 March 2001

Inspection number: 197214

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: Voluntary aided

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: King Henry's Walk  
Islington

London

Postcode: N1 4NL

Telephone number: 020 7254 5598

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Appropriate authority: Governing body

Name of chair of governors: Rev David Silvester

Date of previous inspection: 27-01-1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18849	Terry Mortimer	Registered inspector	Mathematics History Physical education Equal opportunities English as an additional language	What sort of school is it? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19322	Judi Bedawi	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30810	Liz Kounnou	Team inspector	English Geography Music Foundation Stage	How high are standards? How good are the curricular and other opportunities offered to pupils?
30819	Shirley Duggins	Team inspector	Science Information and communication technology Art and design Design and technology Special educational needs	

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

### **INFORMATION ABOUT THE SCHOOL**

St Jude and St Paul's C of E Primary School is an average-sized primary school with 208 pupils on roll. This is more than at the time of the last inspection. The school has an above average number of pupils (39 per cent) with English as an additional language (EAL), and a very high number of children (42 per cent) entitled to free school meals. There are 65 pupils on the register of special educational needs, which, at 31 per cent is above the national average. This includes three pupils who have a Statement of Special Educational Need. This represents 1.5 per cent of the school, which is broadly in line with the national average.

The school is located in the Mildmay Ward of Islington identified as one of the ten most deprived wards in London, and is on the border with Hackney. Most of the pupils live on nearby housing estates where much of the housing is of poor quality and outside safe play space very limited. Thirty two per cent of the pupils in the school change every year. Baseline assessments are carried out using National Foundation for Educational Research Signposts. Attainment on entry of the children aged five is below that expected for children of that age. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

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

St Jude and St Paul's C of E Primary School is an effective school where pupils achieve well considering their prior attainment. 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 of higher ability and many with very low attainment. The standards indicated by the test results of the pupils when they leave school at age 11 are 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 outstanding leadership.
- Teaching standards are good overall.
- Pupils are achieving well.
- The staff, pupils, governors and parents have an excellent shared commitment to the school.
- The governing body is very effective in carrying out its duties.
- The school has very good links with parents.
- The very good behaviour management ensures that pupils are keen and ready to learn.
- The school's provision for personal, social and health education is very good.
- The contribution of the community to pupils' learning is very good.
- The relationships between all members of the school's community are very good.
- The school's provision and support for pupils with special educational needs and pupils with EAL are 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, especially in speaking and listening.
- Standards in design and technology, art, geography, and music.
- Accommodation in the school for the delivery of the curriculum is poor.
- Greater provision through outside assistance for pupils with EAL at the higher Stages 3 and 4.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 and had a follow up inspection by Her Majesty's Inspectorate (HMI) in 1999. Since that time improvement has been good. The key issues of the 1997 inspection have been addressed appropriately. Standards of attainment have risen in line with the national trend, although results were disappointing last year. Pupils achieve well in many subjects, although pupils' limited vocabulary in English continues to affect overall attainment in this subject. The leadership and management are very effective and co-ordinators have been appointed and their roles developed for the core subjects. 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. Of the previous key issues in 1999 only one area remains to be completed, that of finishing the development of the curriculum in the foundation subjects. 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				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	C	E	D	well above average      A above average            B average                      C below average              D well below average        E
Mathematics	E	A	E	E	
Science	C	B	E	C	

The table above shows the results obtained in the last academic year and demonstrate that, although attainment was low in English, mathematics and science, compared to that in similar schools it is satisfactory in science, unsatisfactory in English and low in mathematics. Comparison of those results with the scores obtained by the same pupils at Key Stage 1 shows that achievement is satisfactory, and good in some areas. The number of pupils that

came into Key Stage 2 during the year, and especially into Year 6, with EAL needs, special educational needs and low attainment was high (46 per cent). The results for Key Stage 1 show that pupils entered in that year, entered Key Stage 1 with below average attainment. Attainment at Key Stage 1 in 2000 was high in comparison with that in similar schools for writing and in the case of reading it was satisfactory and unsatisfactory in mathematics. The trends over time show that improvement is line with that found nationally. The school has set challenging, but realistic targets for attainment in 2001 and is well on its way towards achieving these.

The inspection finds that, by the end of Key Stage 2, current attainment is below average in English, but average in mathematics and science. Standards are average in information technology at the end of both key stages. At the end of Key Stage 1, standards now are satisfactory in mathematics and science and below average in English. In all other subjects where it is possible to make a reliable judgement, standards are below national expectations, except in information technology, history and physical education where standards are in line with those expected. When prior attainment is taken into account pupils' achievements in the core subjects of English, mathematics and science are good. Pupils with special educational needs are achieving well in relation to the targets set for them. The achievements of pupils with EAL are satisfactory.

## 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 good. A very small number of pupils do not always meet the school's high expectations of good behaviour. The steps taken by the school 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 relations throughout the school.
Attendance	Attendance is satisfactory.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	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 minor areas for improvement in matching work to stretch pupil ability.



In the lessons observed 100 per cent were satisfactory or better, including 66 per cent that were good or better. Thirteen per cent of all lessons observed were very good.

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 good relationships that teachers develop with pupils; the good questioning that develops pupils' understanding; the good knowledge that teachers have of their pupils and the good behaviour management; the good subject knowledge in the core subjects; the good quality of teachers' marking and the high expectations that the teachers have of their pupils and their ability to succeed.

Teachers plan 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	The quality and range of the school's curriculum are good. Pupils have access to a broad and balanced curriculum. The school has effective literacy and numeracy strategies which are raising standards of attainment. Very good extra-curricular activities and very good links with the community enrich pupils' experiences. Provision for personal, social and health education is very good.
Provision for pupils with special educational needs	Good. Pupils receive good support in classrooms and in support groups that enables them to make good progress towards long-term targets identified on their individual education plans.
Provision for pupils with English as an additional language	Overall good. Provision by the school is good but due to the nature of the funding from external sources it is not always able to provide enough support. Resources are inadequate to support classroom teaching effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Good provision is made for the spiritual, moral and social development of pupils. The provision for the cultural development of pupils is satisfactory with some good elements, such as the artistic aspects of cultural development, but not enough use is made of the rich and diverse nature of the school community.
How well the school cares for its pupils	The pastoral care of the pupils is good. The school promotes a caring ethos in which pupils' welfare, and their individual development are given a high priority. The school has a number of health and safety issues relating to the accommodation, which hampers the school's provision of care.

The school has good close links with parents and values their contribution.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher supported by senior staff and governors provides excellent leadership and direction for the work of the school. Day-to-day procedures for the management of the school are very good and enable a clear consistent focus on providing a high quality positive atmosphere in the school and classrooms. All teachers work to a common purpose and co-ordinators play an important part in the management and leadership of the curriculum.
How well the governors fulfil their responsibilities	Very good. Governors are very aware of their role and responsibilities and fulfil these very effectively. The governing body is led by a very effective chairperson, and it supports the headteacher well in her endeavours.
The school's evaluation of its performance	Very good. The school takes a great pride and care in seeking ways to continually improve its performance through systematic and well planned evaluation and is extremely aware of the importance of involving all members of the organisation in this process.
The strategic use of resources	Good. In most cases resources are used appropriately to support learning. The use of the good support staff is a particular strength. The school spends its money wisely. The school has adapted, improved and uses its poor accommodation to the full.

There is a very good ethos in the school created by the headteacher, staff and governing body. All staff have a collegiate approach to the work of school and are committed to the vision of inclusion with high standards. The staff are always looking to find ways to improve. The school employs best value in all that it does.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The team work of the headteacher, all staff and governors.</li> <li>• Outstanding quality of education.</li> <li>• The school's support for individual needs.</li> <li>• The quality of the teaching.</li> <li>• The school ethos.</li> <li>• Pupils' enthusiasm for school.</li> <li>• The behaviour of the pupils.</li> <li>• The amount and use of homework.</li> <li>• The style and frequency of communication that the school has with the parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like to see the school provide an interesting range of activities.</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 a very wide range of activities in very cramped and poor accommodation.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. At the time of the last full inspection in 1997 low attainment was found to be a serious weakness of the school. Considerable improvement had taken place when the school was inspected by HMI in 1999. Although current attainment is still below national expectations, most pupils achieve well considering their prior attainment.
2. The results of the National Curriculum tests at the end of Key Stage 1 - 2000, at age seven, in mathematics and reading were well below the national average, in writing they were better with results just below the national average. When compared to similar schools there is a much more positive picture with pupils achieving below average standards in mathematics, average standards in reading but well above average standards in writing. The results of the 2000 tests at the end of Key Stage 2, at age 11, were well below average in English, mathematics and science. Again, when compared to similar schools the results were better, standards in science were average, and in English were just below average although mathematics were well below average. Very few pupils achieved the higher Level 5<sup>1</sup>. Standards had been steadily improving since 1997 in all three subjects, until the results in 1999. The trend of improvement for the past four years overall in all standards is broadly in line with the national trend.
3. Despite the apparently low standards pupils in the school achieve well. The Key Stage 2 group of pupils who took the national tests in the summer term 2000 were not an average group. Forty six per cent had been identified as having special educational needs and 40 per cent spoke English as an additional language. Thirteen per cent of the pupils both spoke English as an additional language and had other special educational needs identified. Only 26 per cent of pupils required no additional support. When comparing the results of this small group of pupils to national results they achieve average points in English and mathematics and above average points in science. When compared to pupils who achieved similar points scores in 1996 when they were age seven their performance is significantly above average in all subjects, and in English their performance is better than the results of almost all schools in the same group. The school has become adept at analysing pupils' results in order to assess how much difference it makes to pupils' progress. In many schools this is now referred to as '*value added*'. For example, a large number of pupils, 32 per cent join and 25 per cent leave the school each year for various reasons. Overall this negative turbulence, or level of mobility sometimes makes it difficult for the school to assess how much it improves a pupil's performance in the end of key stage tests, especially if the pupils joined the school near the end of the key stage. This was the case for Year 6 in 2000. The school has set itself challenging targets for 2001 and is likely to meet those targets in all subjects.

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<sup>1</sup> On levels - by the end of Key Stage 1 pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

4. Children start school in the reception class with below average attainment overall, although the range of ability is very wide including a few more able children and many with very low attainment. They make good progress in the reception class, and in their number work they achieve standards that are broadly in line with those expected at age five. However, their skills in all areas of language development and personal and social skills are considerably below those expected of five year old children. When children begin work in Key Stage 1, their attainment remains below average overall.
5. By the age of seven, pupils' English workbooks show that they make good progress in reading and writing, the successful implementation of the National Literacy Strategy and good teaching mean that pupils are well challenged. They use their reading skills to research for information and write neatly for a variety of purposes. Nevertheless, standards in reading, writing, speaking and listening remain below the expected levels by the end of Key Stage 1. Attainment in mathematics is broadly average when they enter Key Stage 1 as a result of the good teaching in reception. The inspection judgement is that by the time pupils are seven their attainment is close to average. Pupils handle numbers up to 100 confidently and many are confident with numbers up to 1,000. They have a sound understanding of shape and space, and measure length, capacity and mass appropriately. An examination of work throughout the school shows that teachers are building upon this good start. In science pupils achieve standards in line with those expected. The majority of pupils successfully apply their knowledge of living things to describe conditions basic to animals and plants' survival. They describe similarities and differences between common materials and can alter the shape of objects by squashing, bending, twisting and stretching. They record the process of their investigations and their findings clearly on prepared sheets.
6. Although by the age of 11 standards in English are still below those expected, pupils have made good progress covering a wide range of work and learning good strategies for spelling, their handwriting is consistently neat. However, pupils' limited vocabulary prevents them from writing expressively in a range of styles and limits the contributions they make when speaking aloud in formal situations. Many pupils find it difficult to listen with concentration to other pupils and adults. Pupils use their extensive knowledge of phonics to help them to read accurately, but often read words without fully understanding the meaning and this limits their understanding of the text. The accuracy of pupils' reading helps them to read instructions in other subjects so that they know what to do. Inspection evidence indicates that pupils in the current Year 6 achieve standards that are broadly in line with those expected in mathematics. Attainment at the end of Key Stage 2 is average. This is a reflection on the rising standards throughout the school. Records show that achievement is good when prior attainment is taken into account. Standards in Key Stage 2 are rising as a result of the greater stability in the school and the effective teaching staff, and the pupils' achievement is also improving. Over time standards are rising faster than the national average at both key stages and progress since the last inspection is good. In science work pupils at the end of Key Stage 2 achieve average standards. Pupils are able to use the appropriate scientific vocabulary to describe accurately their work in science. They perform an investigation in a scientific manner, check measurements more than once to ensure accuracy and successfully draw conclusions from their results. Many pupils are confident to devise their own investigations and make suitable records using graphs, charts and text.
7. Pupils standards in information and communication technology is average at the end of both key stages. Pupils in Key Stage 1 are familiar with mouse use and the key

board to successfully support their work in language and mathematics. By the age of seven pupils can change the size of fonts to effectively present their work. Many pupils can change programs and save files. Pupils aged 11 in Year 6 use the Internet to research history topics in lessons. They are comfortable with computers, editing writing competently and changing fonts, style, size and colour to present their work, bearing in mind purpose and audience.

8. In history and physical education, standards are about average in both key stages, in all other subjects: design and technology, geography, music, art; standards are below what is expected. This is mainly due to shortcomings in the planning of these subjects. The school has put longer-term plans in place but has not mapped out how pupils will improve their skills systematically in each subject. This is identified as a priority in the school improvement plan. In physical education, pupils are unable to achieve the higher standards due to the poor accommodation, which limits the range of activities that can be safely taught.
9. Pupils included on the special educational needs register make good progress towards their targets as a result of the good support that is provided for them in and out of lessons. Teachers' shorter-term planning consistently identifies tasks that will help pupils to achieve the targets that have been identified on their individual plans.
10. Pupils with EAL attain satisfactorily and make good progress towards the targets set. The number of pupils that move through the stages is high<sup>2</sup>. The support that the school provides is good and has a positive effect upon the pupils' learning.

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

11. Pupils' comments are that they enjoy belonging to this happy school. They have good attitudes to their work. Their behaviour is consistently good and there have been no exclusions in the last year. This represents further good improvement since the 1999 inspection report. Attendance is satisfactory, overall, despite the unauthorised absence being just above the average. The quality of relationships and pupils' personal development is very good and a significant strength, very effectively enhancing the positive nature and values of the school.
12. The youngest children have a settled, secure introduction to their education. The children are lively and eager to learn, often excited and challenged by new experiences and discoveries. They show delight in their achievements, for instance, when drawing and printing their snail pictures, using the computer, with a good degree of independence. The children remain interested in the very appropriate activities provided. They are learning to share toys and equipment well, knowing that sometimes, they have to wait for a turn. Independence is encouraged, for instance, when writing their name, changing for physical exercise or helping to tidy up. Children are quietly and gently reminded of how to behave and the school's expectations of them, for example, in listening, or remembering not to call out when eagerly answering the teachers' questions. As a result, the children always do their best to behave well. They are developing good social skills and are at ease with each other.

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<sup>2</sup> EAL - Pupils who have English as an additional language 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.

The children are respectful and show a sense of occasion when participating in the regular church assemblies.

13. Older pupils too, enjoy being challenged and are well motivated by learning. They participate with increasing confidence in question and answer sessions and are able to respond to others' views. Pupils generally settle to work quickly, showing good concentration and perseverance, seen for example, when drawing a recorder in an art lesson, as part of a musical instrument topic. They work carefully, paying attention to presentation and are proud of the work they produce. Pupils enjoy lessons. In science, a group were engrossed in learning about the composition of and different types of soil. This group showed very good collaboration, when they worked together to spell out loud the word 'constituent'. Their pleasure at succeeding and their teachers' pride, was delightful. As they get older, pupils are encouraged and expected to work with increasing independence, ready for secondary school.
14. Pupils' behaviour is good; in lessons, at play and when moving between the two school sites. They understand how they are expected to behave and generally live up to the school's high, yet realistic expectations. Pupils like the positive behaviour system including 'star of the week' and various certificates for behaviour, positive attitudes and good work. If they misbehave they are equally aware of the sanctions used, including names on the board. However, pupils really enjoy the praise received from their teachers and this is a good incentive to behave well. The junior pupils use the inadequate and tiny playground very sensibly, trying hard not to intrude on others' play space. Pupils are particularly careful when the infant pupils are moving across the playground before and after lunch. A very effective 'buddy system' uses older, trained pupils known as 'CDs' (calmer downers) for the few pupils who sometimes have difficulty with their behaviour or attitudes. A quiet word or two from a 'CD' is usually a sufficient reminder. Pupils are very well mannered and helpful, often offering unprompted assistance. Pupils in Years 5 and 6 regularly become 'tour guides', showing prospective parents around the junior school.
15. The quality of relationships is very good. St Jude and St Paul's is now a 'listening' school, very evident in the strong mutual respect between all staff and pupils and between pupils of all ages, backgrounds and ethnic groups. Pupils are very supportive of each other in lessons and at play. Pupil reading buddies have become good friends with their young partners, who benefit significantly from the relationship, by seeing good examples of behaviour and attitudes; there is also a very positive spin-off for the reading buddies who have improved self-esteem. The school has worked very successfully to provide good role models, particularly for boys and pupils from ethnic minorities. Football coaches from Arsenal not only help with weekly football training but also with older boys to improve their reading skills. A learning mentor from the same ethnic minority group as many of the school pupils, helps in junior classes. The quality of social and racial harmony is very good. All pupils are able to be proud and positive about their different ethnic backgrounds and heritage and are happy to share their experiences.
16. Pupils' personal development is very good and has a significant impact on raising standards throughout the school. Pupils are interested and involved in the very relevant formal lessons to support their personal development and will often speak about issues that are concerning them, such as not being very good at listening. They know that they will receive help from their teachers or ideas from their friends to help them overcome any problems. Pupils are developing a very good understanding of how others approach similar issues, and this raises their tolerance and awareness as well as extending their own personal experiences. All staff use informal opportunities very well and pupils accept their opinions, because they know that the

staff are putting them first. Residential visits undertaken by Year 4 pupils to a Sheffield farm, revealed pupils' many hidden personal strengths, surprising everyone. This year's visit is postponed until next year because of the foot and mouth outbreak.

17. Pupils relish opportunities to be responsible and use their initiative. They take responsibility for their actions and become increasingly mature, setting a good example to others. This helps pupils who may not have been at the school long, to understand and accept the school's expectations. The newly set up school council is valued by pupils. Although its first meeting has yet to be held, pupils have already democratically elected the class representatives. Pupils place their ideas for the school in a suggestion box in the entrance. Older pupils planned, organised and ran a tuck shop, last term as part of the 'Healthy Schools' initiative. They regularly devise ways of raising money for good causes, such as the Great Ormond Street Hospital 'Wishing Well' charity.
18. Attendance is satisfactory and in line with most primary schools. There is more unauthorised absence than is usually seen, but this can be explained by high pupil mobility affecting the school figures, and by some increased absence at the start and end of school terms. There is some lateness but the majority of pupils arrive to school on time.
19. Parents are very pleased with the good quality of pupils' behaviour and the positive attitudes promoted and practised in the school.

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

20. The overall quality of teaching observed is good. All teaching was at least satisfactory with 53 per cent good and 13 per cent very good. This is an improvement from the time of the last inspection, in 1999, and a very good improvement since the school's full inspection, in 1997. In the first inspection the quality of teaching was a key issue and a very serious weakness of the school. At the time of the last inspection the quality of teaching was deemed satisfactory.
21. All teaching in the Foundation Stage was good with 14 per cent of lessons that were very good. The good teaching in the reception class is based on thorough planning and good assessment, which identifies what individual pupils need to learn to achieve the Early Learning Goals. Imaginative teaching enthralled the children who watch with glee when the teacher uses a hand puppet to teach mathematics. The teacher provides well for the very differing range of attainment in the class, challenging children that are more able and supporting those with special educational needs well. The very good partnership that is established with the nursery nurse ensures that all adult-led activities are well taught.
22. Teaching at Key Stage 1 is satisfactory overall. All lessons were at least satisfactory with 25 per cent good. Planning is generally good and identifies clearly how groups of pupils at different stages of attainment are to be taught. Classroom organisation is generally 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. In a few lessons, work is not as well matched to pupils' ability as in others and as a result pupils lost interest in some of the independent tasks.
23. Teaching at Key Stage 2 is good. All lessons observed were at least satisfactory with 74 per cent good. This includes 18 per cent that were 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 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. Although teachers have clear objectives for lessons, not all of them consistently make the '*intended learning objectives*' explicit to pupils by writing them down and referring to them during the course of, or at the end of a lesson. Where this did occur it helped to focus the main points of the lesson for pupils to understand and to establish what resources would be needed. 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;
- good use of assessment in English, science and mathematics to guide planning.

24. 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 National Literacy Strategy is good and as a result pupils are gaining skills in spelling and reading accurately. Particularly good use is made of individual literacy targets, all pupils have these in their writing books and they are often referred to both in lessons and in marking. The plenary part of the lesson is not used as effectively and as a result opportunities to improve speaking and listening skills are missed.
25. Teachers are using the National Numeracy Strategy well to guide mathematics teaching and as a result pupils are achieving well in mathematics at both key stages. In Year 2 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 hoop at a cracking pace for '*steps along the way*' for mentally counting on in three, six and nine. In Year 6, the teacher provides well for the whole class extending the higher attaining group with problem solving at a higher level.
26. The overall good quality of teaching enables pupils to make good progress in the foundation and both key stages. Most teachers are aware of the very differing needs of pupils, and match work accordingly. In both key stages pupils with higher attainment are well catered for with appropriate extension activities. 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. Teachers lead these discussions well, introducing new ideas with care and clarity. All teachers present themselves as good role models, and the most effective teaching ensures that other pupils are also used this way. The use of classroom assistants and parents to support pupils is good. This was very apparent in a number of literacy

and mathematics sessions when the teachers moved from whole-class exposition to group work. The Year 4 teacher's use of timed tasks and the resulting brisk pace to the lesson were very effective, keeping all pupils on task. Marking is good in almost all classes, there are many examples where positive comments have been made, particularly for older pupils, to help pupils improve their standards. Homework is used effectively to support pupils' progress throughout the school.

27. In the best lessons observed, teachers' high expectations of what pupils can achieve and their good subject knowledge ensure that lessons are motivating and stimulating. Pupils are inspired to learn and their behaviour improves. Teachers have good relationships with their pupils throughout the school. 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 they value them all, consequently most pupils want to make a contribution. Teachers manage pupils very effectively, which results in increasingly good behaviour. In most lessons, classes are quiet and well ordered, with pupils working purposefully. The emphasis the teachers in all years place on good behaviour and co-operation is having a very beneficial effect overall on their level of progress. 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 the satisfactory teaching observed, for example in a numeracy session where three groups of pupils were presented with work that they could not understand, their behaviour became unacceptable and little learning took place.
28. Overall the teaching of other subjects is mainly satisfactory, teachers' subject knowledge is not as good and the curriculum is not detailed enough to guide their planning. There is some good use of specialist teaching in Key Stage 2 to overcome these shortcomings. For example, information and communication technology is taught well by the subject leader to most classes. Other classes exchange teachers for art, music, physical education and personal, social and health education to make the most of individual teachers' expertise.
29. The quality of teaching with pupils with special educational needs is good. 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 knowledgeable special educational needs co-ordinator works closely with colleagues and gives good support. Support staff who work with these pupils are enthusiastic and committed and have a good understanding of their work. Involvement in staff training, planning and close monitoring of activities enables them to guide pupils with skill and purpose and they make a good contribution to the attainment and progress of these pupils. A particular strength in provision is the work done by assistants with pupils who have Statements of Special Educational Need. They provide discrete support that enables these pupils to play an active role in class and make notes on their pupils' achievements to feed back to teachers. Good use is made of the experienced support staff available to help pupils with special educational needs and those with EAL. Teachers ensure that all support staff are well briefed and understand individual pupils' learning objectives.

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

30. The quality and range of learning opportunities offered to pupils throughout the school are good and have improved substantially since the full inspection of 1997. All

statutory requirements are met. Many of these improvements had been achieved by 1999 when the school's progress was reported by HMI. In the core subjects of literacy, numeracy and science, careful planning based on clear assessments of what pupils already understand is underpinning good achievement. Challenging activities are planned that are systematically increasing pupils' skills. Throughout the school the National Literacy and Numeracy Strategies have been consistently well implemented and as a result pupils know what will be expected of them. History topics are brought to life through visits and visitors, and then further enhanced by good use of the Internet to research topics in class. In Year 6 pupils studying Britain since 1930 interviewed a local resident who had lived in London throughout the war. During this very lively lesson the pupils gained a great deal of information and improved their questioning skills. Information and communication technology lessons are a great treat for pupils who use the laptop computers with delight. The good activities that are planned hold pupils' interest and increase their skills.

31. Planning for other subjects is not as good. The school has wisely decided to use the Qualifications and Curriculum Authority documents to guide longer-term planning in design and technology, geography, music, art and physical education, and this has brought about improvement since the 1997 inspection. However, a curriculum map setting out how pupils will increase their skills systematically has not been completed. This has been identified as an immediate priority in the school development plan. In music and geography, pupils do not have sufficient opportunities to cover the full range of activities that are set out in the Programmes of Study at each key stage. Some timetabled slots are not long enough to provide sufficient time for pupils to make appropriate progress; for example, some music lessons last for only 15 minutes.
32. All pupils with special educational needs have full and equal access to all aspects of the curriculum. Good provision is made for pupils with special educational needs in both key stages. This is an improvement from the previous inspection report of 1997 where pupils in Key Stage 1 were insufficiently supported and progress was unsatisfactory. The school has regard for the Code of Practice when meeting pupils' special educational needs and makes the policy known to parents. The provision determined in Statements of Special Educational Need is met. The school is in the process of further developing individual educational plans as working documents that show short-term, realistic, achievable learning steps to support teaching and learning for more effective progress.
33. Personal, social and health education has been a high priority for the school since 1997 and has improved significantly. The very good provision has rightly been recognised by the local education authority by inviting the deputy headteacher to join a working party to develop local policy. Two members of the staff have also been working with the personal, social and health education advisory teacher in the healthy school scheme, and the deputy headteacher has been approached by the authority to help right the sex and relationship problems. The school council is open to pupils from Year 2 to Year 6, and members proudly display their badges throughout the school day. Many activities are planned around group or pair work and frequently make good use of the pupils' own ideas. For example, pupils in Year 4 are thinking seriously about improving their local environment in geography lessons, identifying the responsibilities of different community groups. They have written to the council asking pertinent questions, and talk frankly about the improvements that some community groups have made in cleaning up needles and syringes from outside their homes. Circle time is planned in each class and is a very special time providing very good opportunities for personal development.

34. Links with the community are very good, families are a high priority and the ethos of the school welcomes and supports them. Community visitors are seen almost every day, for example volunteers from the Pewterers Livery Company have established links with a particular class, working with them on a weekly basis. The Poet in the City has worked with all classes leading to a performance by Year 6. The Save and Prosper group are generously providing computers with 50 per cent funding for leasing laptop computers. Excellence in Cities funding has just allowed the school to employ a learning mentor, who works, predominantly with black pupils, often boys, to prevent them from becoming disenchanted with school, perhaps after negative experiences elsewhere. Football coaches from Arsenal help the school, in football training sessions and with paired reading. This is popular with the pupils!
35. Firm links are being established with the local Beacon secondary school, and preparation has been made to use their support to improve art provision. Links with local secondary schools are much more difficult to establish since pupils in Year 6 transfer to about 17 different schools because there is no Church of England secondary provision in the borough of Islington.
36. A very wide range of extra activities is provided for pupils. Study clubs have been set up to help pupils improve their skills for the national tests, and booster classes are regularly provided to help pupils improve their literacy and mathematics attainment. Considering the difficulties imposed by the poor accommodation a remarkable range of activities are provided.
37. The school's provision for pupils' spiritual, moral, social and cultural development is good overall. There is good provision for spiritual, moral and social development, whilst cultural development is satisfactory. Spiritual development is mainly fostered through religious education and collective worship. Acts of collective worship are mainly Christian in nature and make a strong contribution to pupils' personal development, such as when individual pupils are praised for personal achievement and listen well to the achievements of others. Pupils are helped to an understanding of themselves and their place in the world by the way teachers listen to them and value their ideas. Pupils are encouraged to share their thoughts and ideas and to respect the views of others. The headteacher and staff provide positive role models for pupils and the caring attitudes that permeate the ethos of the school are an important factor in securing the good standards of behaviour throughout the school. Opportunities are used well for pupils to reflect and discuss about things that are beautiful and important. In science, a sense of awe and wonder was observed in lessons about sound and separating solids by filtering.
38. Provision for moral development is good and underpinned by the caring ethos of the school. Pupils have a clear understanding of the difference between right and wrong. The consistent use of a strong, positive behavioural policy by teachers is very effective in promoting pupils' understanding of what is expected. Teachers sympathetically encourage pupils to take responsibility for their actions and deal sensitively with incidents of misbehaviour. The nature of the overall moral attitude is, perhaps, best illustrated by the way in which many pupils with a wide range of special educational needs are welcomed, encouraged and fully integrated within the life of the school.
39. The school has worked hard on social development to address the unsatisfactory findings of the inspection in 1997. There are many well-planned opportunities given for pupils to develop their social skills. Pupils are encouraged well to collaborate in lessons such as science and work co-operatively in pairs, and they respond accordingly. Built into school life there are opportunities for group discussions and

good opportunities for older pupils to take responsibilities. Pupils with known behavioural difficulties have a CD, the pupils' name for a Calmer Downer. Good quality discussions were witnessed during the inspection that demonstrates the effective practice of the CDs and the positive response of the pupils who need them. In circle time pupils can express a wide range of concerns and feelings about issues that are affecting them at home or at school.

40. There are good opportunities for pupils to learn social conventions through contact with visitors such as the police and fire brigade when they come to talk on various aspects of their work. Also regular visits of three football coaches from the Arsenal club to coach football and support reading successfully support this. Social development is successfully enhanced by the school's strong links with the church, visits into the community and residential visits for older pupils. An awareness of those in need is successfully nurtured through the school's contribution to a range of charities particularly Great Ormond Street Hospital for Sick Children where three pupils receive treatment for complex medical conditions.
41. Provision for pupils' cultural development is satisfactory. Through visits in their own locality, museums and art galleries, pupils are developing a satisfactory understanding of English culture. The contribution of the community to pupils' learning is very good and successfully broadens the curriculum. Strong links with the church and regular visits of the vicar and curate effectively develops the Christian culture. Studies in religious education are effective in developing an awareness of the beliefs and cultures of other people. Insufficient opportunities are planned across the curriculum to celebrate the diverse cultural and ethnic backgrounds of the pupils.

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

42. All staff work very closely together to provide all pupils with good quality care, support and guidance in all areas of their school life. The monitoring of attendance is good. The procedures and practices for supporting pupil behaviour and personal development and for preventing bullying are very good. This is a most significant improvement since the first inspection when many aspects were poor.
43. Assessment of pupils' progress in the reception class is good. The teacher and nursery nurse work effectively as a team to observe attainment and progress in each of the six areas of learning and these are carefully recorded. Planning identifies pupils' individual strengths and weaknesses and these are appropriately addressed in order to target improvements in the performance of each child.
44. The school, in reply to the HMI inspection of March 1999, has continued to develop manageable assessment and recording procedures that enable teachers to gauge pupils' progress and learning needs and to plan programmes of work accordingly. At both key stages, the school's procedures for monitoring and assessing pupils' academic progress in the core subjects of English, mathematics and science are good overall. However, procedures for monitoring and assessing pupils' progress in the foundation subjects are underdeveloped. The school carefully tracks pupils' progress in English, mathematics and science through the use of national test results and Qualification and Curriculum Authority optional tests. Regular assessment tests from published schemes adopted by the school in mathematics and science successfully support this process. The analysis of the information gathered is effectively used to set individual and group learning targets in English. This is planned to extend into mathematics and science. Tracking forms are used to record progress

made by each pupil throughout the school. The different attainment of boys and girls and ethnic groups is closely monitored and used to inform future planning.

45. Teachers' initial assessments of pupils' attainment when they enter school are used to identify pupils likely to experience learning difficulties early on and they are entered on the school's special educational needs register. Individual education plans subsequently prepared, provide general learning targets and advice on use of resources and some strategies for achievement. Individual education plans are in place to support English, mathematics and behaviour. Support services are appropriately involved in the identification, assessment and teaching of pupils with special educational needs. A suitable range of diagnostic and standardised tests is regularly used to identify specific difficulties and track progress of pupils with special educational needs. Individual education plans are formally reviewed twice a year when long-term unambiguous targets are set. Adjustments are made to the programmes of work during the year as deemed necessary and in consultation with the special educational needs co-ordinator. Annual reviews are in place for pupils with Statements of Special Educational Need.
46. The school has worked very hard to meet the differing and sometimes complex needs of its pupils. There is awareness that older pupils who have recently started at the school may have behaviour, language and/or learning difficulties and good support is provided to help them settle into school routines. Support staff are a considerable asset, offering focused attention that enables the majority of pupils to make good progress. There is good support for pupils with special educational needs and for pupils with challenging behaviour, or those who are disenchanted with school. The school has trained staff to support gifted and talented pupils. However, specialist support for pupils with EAL is limited. This is because these pupils were not identified or recognised in past years. Under the new headteacher this has now totally changed, but because support and funding is based on previous, inaccurate data, the level of support provided does not match the increased number of pupils requiring help.
47. The monitoring of behaviour and prevention of bullying are very good. A good measure is that there have been no exclusions in the last year, despite the school having a significant minority of pupils with challenging behaviour. There is a clear, positive behaviour and anti-bullying policy, followed consistently by staff. The majority of staff have very good behaviour management strategies, focused on praising positive aspects of pupils' behaviour. Pupils respond very well to this and feel that staff are firm but fair. The pupil buddy system too, plays a positive part in helping pupils having difficulty, to improve their behaviour, because other pupils have high behavioural expectations. Records are kept of any incidents. Teachers keep notes that are passed to the headteacher and monitored closely with any serious concerns logged. The home-school liaison worker is sometimes involved in providing support for families or getting external support to help the child and family. Pupils who need daily monitoring for behaviour are set targets and encouraged to collect smiley faces, for each lesson. If the pupil manages to collect five faces during the morning, then their parents are telephoned at lunchtime and told the good news. This is a very positive incentive for improvement. The school operates a 'clean slate' policy so that pupils do not 'carry' their past history with them.
48. Within the positive atmosphere that prevails in the school, pupils and staff consider bullying and racism unacceptable. Any pupil experiencing difficulty can easily ask for help, confident that they will be listened to. The school quickly and effectively deals with any concerns before they can escalate. There was no evidence during inspection of any kind of aggressive behaviour or racism.

49. The monitoring of personal development is very good. Formal and informal opportunities are used very well indeed to reinforce the importance of respecting others, tolerance and caring. In formal lessons aspects such as listening, friendship, bullying and drugs education are addressed. The staff manage to transmit very clear messages, gently but supportively, about acceptable and unacceptable attitudes or behaviour. Detailed records of improvements in pupil attitudes are kept. Some pupils are set targets that are regularly reviewed, and on occasion the whole class is set a target, for example 'Find four nice things to say about your friends'. The annual pupil reports provide a good overview of personal development during the year, and individual targets for continued improvement are suggested.
50. The monitoring of attendance is good. The headteacher works closely with the home-school liaison worker to monitor and analyse attendance and punctuality. Unauthorised absence is carefully checked with every attempt made to find out the reasons for any unexplained absence. Letters are sent home. Much unauthorised absence is due to high mobility and the pupil's next school being unknown. There is increased absence at the start of terms. Records of late arrivals are kept. Where there are punctuality or attendance concerns the advice and support of the educational welfare officer is sought. Registers meet requirements.
51. Child protection procedures are good and staff are aware of current practice. Local authority guidance is followed. The school has children on the 'at risk' register. Their records are kept very securely, with access only to the designated person to protect confidentiality. The school monitors any initial concerns and continues to monitor the progress of children removed from the register. The designated person attends case conferences and tries to secure the involvement of external agencies, when required.
52. Daily welfare and supervision arrangements are now good, another positive improvement. Children and pupils are well supervised at play and lunchtimes, with supervisors often joining in, for instance, with skipping games. Great care is taken when escorting the youngest children and pupils between the two sites for lunch, and the 'lollipop' lady is employed to halt the traffic. The pupils behave very sensibly, keeping close to the adults. The school has a number of pupils with complex medical conditions. They too are carefully supervised. There are two qualified first aiders and accident books and records are kept properly.
53. Health and safety arrangements are good, overall. There is an appropriate policy. Tests and checks on fire equipment and alarms are carried out, with fire drills happening regularly. Small electrical appliances are overdue for testing. The trained schoolkeeper regularly checks, with the headteacher, all parts of the site for possible risks and keeps good quality records. Many of the health and safety issues noted in the 1997 report have been addressed, through building improvements. However a few significant issues remain, linked to the age and inadequacy of the building and split site; the electrical wiring still requires renewal; playground areas are inadequate and very uneven due to sinking drains; there is still no disabled access to the junior school; junior girls toilets are sited outside; the low front junior playground wall supporting trees and flowerbeds is continuing to 'bow'. Overall, there is good improvement in welfare areas since the 1997 and 1999 reports.

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

54. The school now has a productive and good quality, open partnership with its parents. A number of very good initiatives have been introduced and this has increased

parental involvement and awareness of the school's work. There is a new quality of approachability and communication. Ideas to further develop the positive parental partnership are eagerly explored.

55. The school enjoys very effective links with its families. The employment of the hardworking and committed home-school liaison worker who offers encouragement, advice and support to parents, has made them aware that the school wants to listen and help with any problems if it can. As a result, parental confidence and trust has been re-established and many more parents now feel able to become involved with the school. This, in turn, has had a significant impact on improving educational outcomes for the pupils, who benefit from their parents' increased interest in their education.
56. A good number of parents do now help the school, in class, on visits or when, for example, helping staff and governors to redecorate the infant classrooms. They feel that they receive a warm and friendly reception. Many parents attend the autumn term 'Meet the Teacher' afternoons, or stay to meet the headteacher and staff at coffee mornings held after class assemblies on Fridays. The parents' association has been renamed as a 'Friends' group so that members of the Church and the community can be involved in fundraising events for the school.
57. The quality of information provided by the school is good overall. Monthly, readable newsletters have been introduced and there is a well used parents' notice board. There are some omissions to the required information in the prospectus and the annual governors report, for example, details of national Key Stage 2 Standard Assessment Tests (SATs) results; pupil absence data; arrangements for disabled pupils; or how prospective parents may visit the school - even though this does take place and operates very effectively. The headteacher has an 'open door' policy and does her best to see parents whenever she can. Parents feel that the school is very approachable, nowadays, and they can easily ask for information about their children's learning, informally. There are very well attended parents' meetings (seven) to discuss pupil progress. Pupil annual reports are of good quality with subjects reported separately. In the reception year, reports follow the newly introduced Early Learning Goals; particularly good practice was noted in Year 5 reports, with detailed targets for pupil improvement included in all subjects. Reports from other year groups generally provide targets in English and mathematics and sometimes in science. Comments are usually relevant and individual to the child concerned. An overview of the pupils' personal development during the year is helpful.
58. Parents are seen as playing a vital part in their children's learning. To further this, workshops have been held for infant parents about reading, phonics, handwriting and mathematics. Parents benefit from the interactive work noticeboard that the school has. Parents of older pupils are informed about the SATs tests. A highly successful initiative, the recently introduced weekly infant reading club is greatly appreciated and very well attended. Parents and children share and enjoy books together, a delightful experience to observe. The class teachers are available to offer any advice if it is needed. Very many parents comment very positively about their children's improved progress and skill in reading, including parents of children with EAL, and children who had found mastering reading difficult. Appropriate homework is provided regularly, and pupils enjoy taking their reading books home. The work for younger pupils is based on literacy and numeracy, but older pupils are expected to do work connected to other subjects or topics.



59. Parents now have very positive views about the school, the quality of education and the progress that their children make. They are extremely supportive of the headteacher and her staff and delighted with the continued improvements in recent years.

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

60. The leadership and management of the school are very good overall, which is an improvement since the last inspection. The headteacher provides outstanding and caring leadership. Her gentle but very effective day-to-day management ensures the smooth running of the school and she has established very good links with the community. The headteacher has secured the confidence and loyalty of the governors and parents. Her desire to provide opportunities for children who often come to school with low self-esteem and difficult behaviour permeates the whole school. This strong ethos is reflected in much of the school's work and has been a major factor in the improvement of 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 beginning to have an impact on the achievement of pupils. Together the headteacher and deputy headteacher make an effective and supportive partnership that all involved in the school appreciate.
61. The role of the deputy headteacher and co-ordinators has developed well since the last inspection, and the headteacher has made a number of important changes. All core subjects now have long- and medium-term plans, and all aspects of the National Curriculum are addressed. These requirements of the last inspection report have been completed well and are a testament to the effectiveness of the headteacher and governors. The school still has to complete the development of co-ordinator roles and curriculum plans in the other (foundation) subjects. The implementation of the early years curriculum is being enabled by the relevant co-ordinator. She has a good understanding of the needs of these young children and makes a good contribution to the progress these children make.
62. The governing body is effective in fulfilling its responsibilities and has improved monitoring procedures. Governors regularly visit classrooms to assess the effect of school policies, for example, in the management of behaviour. As a result, governors have a clear view of the strengths and weaknesses of the school. The governors have developed their strategic management role significantly since the last full inspection in 1997. They have worked tirelessly to support the school in making significant improvements. They successfully achieved their aim to have the school removed from special measures in 1999. Their good work has continued since then and the school continues to make improvements. Governors, staff, parents and the London Diocesan Board for Schools (LDBS) have worked hard to improve the premises to its present state. The school has successfully bid for grants and extra funding which has supported progress in this aspect of the school improvement plan. They have worked hard with the headteacher to improve the fabric of the school, through a building programme that has included work on the roof playground and altering the front entrance of the junior building. They are involved in working towards getting a new single site school. They have also been involved along with staff and parents, in the painting of the interior of the school. 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. There is, for example, no means of disabled access

to the junior building and the girls have to use toilets situated in the back playground. The governors' annual report to parents does not meet statutory requirements due to several omissions.

63. The school monitors and evaluates its performance effectively. The current school development plan is comprehensive and a useful working document with greater involvement from outside agencies and governors. All appropriate action is now being taken by the governors and headteacher to implement the necessary action to make the required changes. 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. These key staff are released by the headteacher providing cover to fulfil their subject leadership role on a three weekly cycle. As a result, the senior management team have a good awareness of the strengths and weaknesses of teaching. The large percentage of pupils who leave or join the school during Key Stage 2 has been identified as a major factor in the disappointing 2000 end of Key Stage 2 SATs. In addition, 74 per cent of these pupils were identified as needing additional support. The governors made provision to support these pupils and future year groups from the delegated school budget so that their chances of making progress are not hindered further.
64. The co-ordinator for special educational needs knows the pupils' individual needs well and has a very good relationship with them all, despite the challenging nature of some their behaviour. She has instigated a very good range of procedures, which ensure that the pupils make the best possible progress. The co-ordinator for pupils with EAL is effective, she has full knowledge of the pupils. Her leadership and management of the EAL provision makes a sound contribution to the satisfactory progress that the pupils make. The provision is restricted due to the method of funding support. 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. However, when pupils reside in the adjacent local education authority it remains very difficult and time consuming to achieve statements and for some of these pupils their needs to date remain ignored by their 'home' local education authority.
65. The school uses its resources well. An action plan was drawn up to address the key issues from the full inspection of 1997, this has been evaluated by Her Majesty's Inspectorate who judged that satisfactory progress had been made in addressing the key issues. The school development plan includes appropriate priorities that are clearly costed in terms of money and time. Grants directed at special educational needs are used well to provide high quality support assistants throughout the school. The use of the grant for EAL, which the school obtained for the first time last year, is used as effectively as it can be, given the needs of the school. For example, no bilingual support staff have been employed, and teaching staff generally have not had access to sufficient training to enable them to raise the standards of their pupils for whom English is not a first language.
66. The principles of best value have been used well in responding to the needs of the school community since the inspection of 1997. Most parents are now supportive and standards of behaviour and attainment have improved. 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 together with the CEA@Islington link inspector and LDBS inspector monitor all aspects of the school every term.

67. The current school year is the first time since the headteacher's appointment and since the first inspection in 1997 that the school has had a full complement of staff on permanent contracts. No teaching staff remain from the time of the first OFSTED inspection (1997), although some of the support staff have stayed with the school. The teaching team is very dedicated to the pupils, what they lack in experience they more than make up for in enthusiasm, commitment, and encouragement of each other with skills and ideas being shared, and in their support of the headteacher. During the past two years the school has participated as a training school in the LDBS primary post-graduate certificate of education (PGCE). This is a valuable way of sharing their own knowledge and skills in preparing student teachers to work effectively in inner city schools. Recently the school was visited by an HMI, inspecting the PGCE course, who praised the professional relationship established by the staff. The present newly qualified teacher trained with the LDBS scheme last year. The number of support staff is good and, through their qualifications and experience, they make an important contribution to pupils' progress, especially those for whom English is an additional language and those with special educational needs. A good programme to support professional development has been instituted and both teaching and support staff have opportunities to develop their professional expertise. The good administrative staff, lunchtime support and classroom support staff contribute well to the smooth running of the school. The schoolkeeper and cleaning staff work very hard to set and maintain high standards of cleanliness and the school is very well looked after.
68. Accommodation is poor overall and this is despite the accommodation being improved since the last inspection. The school does not have enough accommodation for numbers on roll. The many steps prevent disabled access to the site. In Key Stage 1 pupils use the church for physical education lessons. Even with the church furniture moved to one side this does not provide a suitable environment for lessons. In Key Stage 2 the limited size of the hall restricts the progress that pupils can make and limits their attainment in physical education. Classrooms are generally well planned and teachers use the space flexibly, frequently rearranging furniture to suit a particular lessons, for example circle time. Corridor walls are enlivened 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. A new 'front' has been added, including a teaching area, library, staff room and rooms for ancillary services. Decorations and alterations to the Key Stage 1 site have created space that is slightly more flexible. Governors, staff and parents painted the interior of the school. The school has a roof top playground, which at present is undergoing resurfacing. The playground area on both sites has been enhanced with games areas and plants. Nevertheless, the school has no access to any grassed areas for games and play. Children under five share the playground with pupils from Key Stage 1 and this restricts the planned work that can take place. There remain ongoing problems, beyond the control of the headteacher - rising damp, wet rot, and leaking water pipes on the Key Stage 1 site. Governors are currently working very hard towards getting approval for a new building.
69. Learning resources are satisfactory overall in most subjects, with the exception of EAL where resources are insufficient. The new library room is a valuable space that is not used sufficiently for pupils to research information. Music resources are adequate, but many instruments are tired and damaged. In the foundation years the quality and range of learning resources and equipment for information and communication technology are insufficient and impede the extension of learning opportunities. Lack of space for an information and communication technology suite

prompted the school to consider alternative ways of providing for learning in information and communication technology. With generous joint funding from their business partner (Save and Prosper) the school leases 27 laptop computers. These added to the three machines already purchased allow all pupils in a class to have 'hands on' experience, and when combined with a projector and whiteboard enable the teacher to demonstrate processes and applications. The National Grid for Learning enabled the school to cable the Key Stage 2 building for Internet access, but split sites do not bring double funding so the school does not yet have Internet access cabling in the Key Stage 1 building.

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

70. 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 in English, which were an issue at the last inspection, (paragraphs 2, 5, 6) by:
    - improving the pupils' vocabulary in English in both key stages. (paragraphs 86, 87)
  - (2) Continue to raise standards in design and technology, art and design, geography, and music (paragraph 8) by:
    - completing the curriculum planning for these subjects as laid down in the school development plan; (paragraph 31)
    - developing the assessment procedures for these subjects; (paragraph 44)
    - extending the successful practices implemented for curriculum managers of the core subjects by similarly developing the role of the curriculum managers in the non-core (foundation) subjects. (paragraph 61)
  - (3) Continue the urgent need to improve the school's poor accommodation (paragraphs 65, 68) by:
    - continuing to seek a single site;
    - ensuring that the new site has sufficient room for delivery of the curriculum including information and communication technology and physical education and has sufficient storage space for resources. (paragraphs 69, 127, 139)
  - (4) Raise standards for pupils with EAL, especially those at the later stages of English language learning (paragraph 142) by:
    - seeking further methods, from outside agencies including the local education authority, of supporting the clear needs of those pupils who are at the later stages of English language acquisition so that they receive as equal an access to the curriculum as those at the early stages (Stages 1 and 2), especially as those pupils are at present the majority of EAL pupils in the school and have an effect upon the end of Key Stage 2 assessments. (paragraphs 46, 64, 65, 141, 148)

A number of minor issues of health and safety were pointed out during the course of the inspection and a number of minor issues that the governors may wish to consider in their action plan are identified in paragraphs 39, 53, 57 and 62.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	53	34	0	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)	n/a	208
Number of full-time pupils known to be eligible for free school meals	n/a	87

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	3
Number of pupils on the school's special educational needs register	n/a	65

English as an additional language	No of pupils
Number of pupils with English as an additional language	81

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	66
Pupils who left the school other than at the usual time of leaving	51

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.1
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	17	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	15	13
	Girls	9	8	11
	Total	22	23	24
Percentage of pupils at NC level 2 or above	School	76 (62)	79 (69)	83 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	13	13
	Girls	9	10	8
	Total	24	23	20
Percentage of pupils at NC level 2 or above	School	83 (66)	79 (79)	69 (66)
	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	15	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	8
	Girls	8	7	10
	Total	12	12	18
Percentage of pupils at NC level 4 or above	School	40 (83)	40 (92)	60 (92)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	9
	Girls	8	8	10
	Total	12	13	19
Percentage of pupils at NC level 4 or above	School	40 (83)	43 (92)	63 (92)
	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	30
Black – African heritage	51
Black – other	2
Indian	1
Pakistani	0
Bangladeshi	1
Chinese	2
White	72
Any other minority ethnic group	18

*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)	8
Number of pupils per qualified teacher	25.6
Average class size	29.3

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

Total number of education support staff	7
Total aggregate hours worked per week	138

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

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	475,416
Total expenditure	470,983
Expenditure per pupil	2,416
Balance brought forward from previous year	48,036
Balance carried forward to next year	52,469



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	159
Number of questionnaires returned	58

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	2	3	0
My child is making good progress in school.	64	35	0	0	2
Behaviour in the school is good.	45	48	5	0	2
My child gets the right amount of work to do at home.	40	48	7	2	2
The teaching is good.	60	33	4	0	4
I am kept well informed about how my child is getting on.	60	33	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	60	34	4	0	2
The school expects my child to work hard and achieve his or her best.	67	29	0	0	4
The school works closely with parents.	57	35	7	0	2
The school is well led and managed.	62	29	2	0	7
The school is helping my child become mature and responsible.	57	36	4	2	2
The school provides an interesting range of activities outside lessons.	19	40	21	12	9

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

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

71. Children in the Foundation Stage achieve well. Provision in the reception class is good because challenging and exciting activities are well prepared for the children. This represents very good improvement since the full inspection of 1997 when provision for children under five was poor. The headteacher has provided outstanding leadership in this area, giving excellent support to the reception class teacher in setting up an appropriate curriculum and environment for children under five. The talented nursery nurse has provided further support and ensured that the quality of all adult-led activities is at least good.
72. The early years teacher has greatly improved the curriculum since the previous inspection. All activities are now clearly based on the Early Learning Goals for young children, with plenty of opportunities for children to work through the stepping stones. The planning system that has been devised is good, identifying which aspect of each Early Learning Goal will be developed by the adult-led activities each day, as well as through children's self directed activities. The reception class has been entirely refurbished and restocked with suitable equipment and resources. However, the teacher's work in developing the outdoor curriculum has been severely hampered by a lack of resources and the poor quality of the accommodation.
73. Baseline assessment procedures, using 'Signposts', provide an adequate picture of the attainment of all the children in relation to other children in the local authority. However, due to the way that the test is used, there is insufficient detail available to compare children with the national spread of ability, and assessments do not provide a clear enough picture of areas for development. The teacher's own ongoing assessments, often supported by the nursery nurse, provide clearer information to use in planning the next steps for children in the reception class. This is particularly important since children begin school with very different levels of attainment.
74. Although a few children have good skills in language development when they begin school, many find it difficult to talk confidently and to listen with concentration. There is a similar difference in children's personal and social skills with many children finding it difficult to share or to use their own initiative. By the time children leave the reception class and are ready to begin work in Year 1 most have still not achieved the Early Learning Goals in these important areas. Nevertheless, their overall achievements in the Foundation Stage are good.

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

75. Many children start school with immature skills in personal and social development. By the time they leave the reception class they have increased their skills very well but most are still not achieving the Early Learning Goals. There is a strong emphasis on personal and social development right from the start. The effective whole-school behaviour policy is used very well, children are praised judiciously for good behaviour and inappropriate behaviour is dealt with firmly. Activities are organised appropriately so that children have plenty of opportunities to work with adults and plenty of chances to work at activities they chose themselves. Nevertheless when working independently many children do not know how to share and there is some shouting and snatching. Staff deal with this well, teaching children how to negotiate with one another to resolve their differences. Through this consistent approach, children are

gaining confidence and learning to take turns. However, some children choose to play alone for very long periods of time.

76. Both adults provide very good role models for the children, the very good relationships and sensitive support that is provided helps children to develop self-esteem and independence. The adults are consistent in their high expectations of children's behaviour. They set clear boundaries and take every opportunity to reinforce high standards.

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

77. Many children enjoy listening to stories and poems, a number recognise and name letters, and most recognise their own name. Most children can retell a story from the pictures and many recognise and name individual letters of the alphabet. Good curriculum provision and some very good, as well as good teaching mean that most children achieve well. Children make good progress in their communication, language and literacy skills as a result of good teaching. Nevertheless, by the time children leave the reception class most have not achieved the Early Learning Goals in this area.
78. Plenty of good activities help children to recognise and remember the name and sound of letters of the alphabet. Very good support from the nursery nurse in a writing activity, led children to succeeding in drawing and labelling pictures of animals. A good shared reading session using '*We're Going On a Bear Hunt*' helped children to remember the sequence of the book and to use the pictures to help them to work out the text. The children were all happily engaged in this activity, and delighted in repeating many of the phrases, chanting '*splishy sploshy, splishy sploshy*' with glee. A small guided reading group made good progress in recognising rhyming sounds in books. However, some opportunities to extend children's spoken English were missed when children responded to questions with very limited one-word replies, and spoke in very quiet voices. Not enough attention is given to developing communication skills, mainly because adults often accept children's limited responses rather than modelling whole sentences.

### **Mathematical development**

79. Children have good opportunities for counting and recognising numbers, and by the time they leave the reception class most fully understand the mathematical language that is expected in this area. Good teaching enables the majority of children to achieve well. A very good lesson mesmerised children by using a hand puppet to ask questions. When the teacher held up three fingers, they had to shout out '*Wake Up Rosie!*' to wake up the puppet. Consequently children had plenty of practice in recognising a group of three. They counted backwards and forwards from 20 with support and suggested lots of different ways to count Rosie's chocolate coins, for example they could be counted in a circle, in a line or by touching each one. The activity was extended so that children used addition and subtraction counting the coins in groups. Overall, children are achieving very well in this area of learning.

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

80. There are many good opportunities for children to extend their general knowledge. By the time they leave the reception class most children have increased their experiences but have not achieved the Early Learning Goals for this area. They discuss a wide range of different materials with the teacher, extending their

vocabulary well as they do so, and noting the different textures. They are fascinated by some of the resources, which have been loaned by the library service and include alligator skin and an enormous conch shell. Children know how to use computers independently and draw a snail using a paint program competently. However the limited resources available for teaching information and communication technology limits children's achievements. They are disappointed that the printer only prints out their colourful work in black and white.

### **Physical development**

81. Most children do not achieve the Early Learning Goals in this area by the time they leave the reception class. Plenty of activities are provided to increase children's dexterity with small tools and pencils. The Key Stage 1 playground is used regularly in the afternoons for activities with large wheeled toys. However, there is insufficient climbing equipment available for children to develop suitable skills and confidence in balancing and climbing. The lack of suitable indoor physical education space for children at Key Stage 1 means that no alternative is available for children under five. Some good lessons are provided in the church. The chairs in the church have to be stacked out of the way before the children can take part in well structured dance activities. However, this is not a suitable equipped environment to develop physical development for children under five. All teachers manage the children effectively and show a good awareness of safety. Teacher's praise and encouragement results in positive efforts and improvements of movements. Teachers give clear instructions on how to improve and use children as exemplars to improve on standards.

### **Creative development**

82. Although there are some good activities to develop children's confidence and skills by the time they leave the reception class most do not achieve the Early Learning Goals in this area. This is mainly because the adult-led activities are more often related to language and mathematical development. Nevertheless, the good teaching and support in some of the activities increases the scope of children's imaginations. For example children playing on their own in the animal hospital were not playing together and the quality of play was very limited. When the teacher went to sit in the reception area the quality of play was transformed. Children immediately began lining up with their animals in various boxes and cages waiting to see the vet. Another child was quickly enrolled to book the patients in and some children in the queue began to mimic the actions of their parents, sighing at the length of the queue and tapping their feet with impatience as they slung their handbags over their shoulders and balanced the animals on their hips. Children are reasonably confident, but not adept in using scissors and glue. They are encouraged to talk about their creations.

### **ENGLISH**

83. Standards in English are improving in the school although the results of national tests remain very low overall in both key stages. When compared with similar schools pupils achieve well. In the most recent Key Stage 1 tests pupils' results in reading were in line with the average for similar schools. In writing, results were well above those at similar schools at age seven. In Key Stage 2 the cohort of pupils who took the tests in 2000 were not an average cohort. Seventy four per cent of the pupils required additional support for special educational needs or for learning English as an additional language. When comparing the results of the 26 per cent of pupils who required no additional support with national results they achieve broadly similar

standards. When comparing the results of pupils who achieved similar scores when they were age seven in 1996, the achievement of this small group is very good.

84. The good start they receive in the Foundation Stage prepares pupils well for work in Key Stage 1. Nevertheless many still lack confidence in speaking, often because their vocabulary is limited. Listening skills improve in the Foundation Stage but many still find it very difficult to listen to each other and to adults with concentration. By the end of Year 2 pupils have made good progress in all aspects of English as result of high expectations and effective teaching. A wide range of activities are planned to increase pupils' skills in all aspects of writing English. Over time pupils in both key stages are achieving well, this is clearly evident in their written work. In Key Stage 2 rigorous planning and teaching of the literacy strategy is having a positive impact on attainment. Booster classes for some older pupils in Key Stage 2 are effectively improving pupils' skills and enabling them to achieve well.
85. Most teachers make good efforts to improve pupils' vocabulary, many lessons in other subjects include a review of new vocabulary. Teachers take time to make sure that pupils understand new words. Very effective management of behaviour is having a good impact on improving listening skills. There is a strong link to personal and moral development, with high expectations that pupils will listen to adults and one another. However, the plenary part of literacy hours is not used effectively to improve pupils' skills in speaking and listening. This is mainly because planning has not identified precisely what speaking and listening skills pupils will improve in the lesson. In many other lessons pupils have good opportunities to make a contribution, there are plenty of sessions where pupils are expected to work in a small group or pair as well as many lively whole class debates in other subjects, for example in history and geography. Nevertheless in both key stages pupils' limited vocabulary is affecting their overall attainment and standards of speaking and listening are below expectations.
86. High expectations in lessons and pupils' positive attitudes to reading are having a significant impact on their achievements. Although pupils do not reach the standards expected of them by the end of Key Stage 2 they are making good progress. In Year 2, literacy hours are well structured so that most pupils of all abilities are learning at a good rate. Most pupils use a range of strategies to decipher unknown words, almost all are confident using phonics. Good links with other areas of the curriculum keep pupils interested and involved, for example, pupils frequently use non-fiction texts that are linked to science topics. Older pupils in Year 6 debate how to present a balanced report considering both sides of the argument for and against hunting with hounds. In Year 4 pupils are spellbound by the language when reading a text together they see how the author creates a mood of suspense and mystery. Many pupils talk about the author making you feel suspicious, or being very angry. They bubble with enthusiasm and clearly identify the powerful adjectives in the text. Most pupils read instructions accurately and this helps them in other lessons, however many pupils read words without understanding the meaning and this limits their understanding of the text.
87. Standards in writing are below average overall, but pupils have good strategies for spelling. Their handwriting is consistently, neatly presented and many use a good joined script in all their writing. Pupils' limited vocabulary prevents them from writing as expressively as they should by the end of Key Stage 2. They find it very difficult to construct a balanced report because they cannot easily see the other person's point of view. Some of their written responses are immature, written solely from their own point of view. For example when making a list of arguments for and against school uniform the most frequent argument against is because pupils do not want to wear it,

and there is little real understanding of another point of view. Nevertheless, pupils achieve well in both key stages due to the wide range of writing activities and teachers' high expectations, which are reflected in the assiduous marking of pupils work.

88. Teaching is good across the school. Although the teaching seen in Key Stage 1 during the inspection was satisfactory overall it is clear from an analysis of pupils' work that teaching is good over time. In Key Stage 2 teaching is consistently good and is characterised by very effective behaviour management, good marking and assessment of pupils' work that leads to detailed planning that meets the needs of most pupils. The pace of lessons is brisk and teachers use support assistants well. Support assistants in most classes make a valuable contribution to learning, having the same high expectations of behaviour and standards of work as the teachers. Learning intentions are referred to in all literacy lessons and often teachers come back to them at the end to evaluate pupils' understanding of the lesson.
89. There is some room for improvement in the plenary part of some of the literacy hours, which often has no specific purpose. Teachers are not always sufficiently aware of the needs of pupils with EAL, as a result the achievement of this group is only satisfactory when most other pupils achieve well.
90. Information and communication technology is used effectively to support English, pupils use the laptop computers to write and edit their writing competently. The very good strategy throughout the school to identify and share literacy targets with all pupils, results in an inclusive environment that supports the development of all pupils including those with special educational needs. In many lessons, pupils read their literacy targets before they start work, and teachers often remind pupils of the targets as they are working. Teachers know their pupils well, consequently literacy targets for most children are helping them to improve. Teachers' marking is particularly good, in almost all classes teachers tell pupils why their work is good and what they could do to make it even better. This strategy is linked to the system of target setting that permeates all work in English.
91. The management of English is good, the co-ordinator has provided good support for all staff, monitoring teaching and planning regularly. A number of good assessment procedures have been introduced and the school is building up a range of data and information about the progress of pupils throughout the school. This is being used effectively to set challenging targets for the future.

## **MATHEMATICS**

92. The results of the year 2000 national assessments for pupils aged seven were well below the national average and when compared to that in similar schools. The results at the age of 11 were well below average when compared to that in all schools and compared to similar schools.
93. The inspection finds that attainment at the end of Key Stage 1 is close to average and, attainment on entry to the school, is well below average. The attainment at Key Stage 1 is an improvement since the last inspection. The national assessments for 2000 showed a minimal difference between the attainment of boys and girls at age seven. This is no longer the case. Attainment at the end of Key Stage 2 is average. This does not represent falling standards throughout the school. School records show that achievement is satisfactory when prior attainment is taken into account.

Standards in Key Stage 2 are rising as a result of the more stable and effective staff, and achievement is also improving. Over the past five years standards are rising faster than the national average at both key stages and progress since the last inspection is good.

94. The drop from the standards achieved by pupils aged seven and 11 last year is as a result of specific cohort issues and the disruption that some of the pupils in Year 2 and Year 6 received in their education in the last two years through the shortage of teachers. The current Year 5 is a particularly unusual cohort. Only 12 of the pupils in the class were present in the school at Year 2 and the class contains ten pupils with special educational needs. This is double the average figure for the school and distorts the evidence of what pupils can do by the end of the key stage. Despite this, the good teaching is enabling many to improve and the records show that the achievement of pupils aged 11 is good when compared to their prior attainment.
95. By the age of seven, pupils have sound knowledge of place value to 100 and some are confident to 1,000. This was seen clearly in a lesson on mass where pupils handled weights up to 1Kg (1000 grams) ordering them and demonstrating the ability to add and subtract with these numbers. This use of real-life situations to motivate and stimulate pupils is a strong feature of teaching in Year 2. Pupils know the basic properties of two- and three-dimensional shapes and handle simple measuring appropriately. By the age of 11, pupils are working at an appropriate level in certain areas; for example, most understand 'median', 'mode' and 'mean' and can work these out from a set of data. However, many are not yet secure in their tables beyond the eight times table, which limits the speed at which they can work. Pupils understand fractions such as halves and quarters and apply these to shape, as when identifying quadrants in a circle. Teaching in this year group is focused well upon improving these skills, and an examination of their previous work shows good progress during the year. The work seen from pupils in other year groups in Key Stage 2 shows good progress, and attainment overall is closer to that expected of pupils of a similar age.
96. Pupils with special educational needs and those with EAL are supported appropriately in classrooms. Although little work is planned specifically for pupils with special educational needs, they are given good support through the effective classroom assistants and this enables them to achieve satisfactorily. Some lesson plans identify work for the potentially higher attaining pupils, but this is inconsistent and although these pupils achieve well they are not achieving as well as they could.
97. The quality of teaching is good throughout the school. Teachers in most classes have at least a sound understanding of the numeracy strategy and in most cases this is good. They use a suitable mathematical vocabulary and employ a range of strategies to motivate pupils. As a result pupils are now being presented with a high level of challenge and this is driving up standards. The co-ordinator has a good understanding of what is necessary to raise standards further. She presents a good role model through her lively and effective teaching and provides good support for colleagues. The majority of the teachers currently working in the school have high expectations of what the pupils can achieve and the new team are working effectively to raise standards. However, in the few unsatisfactory elements of lessons observed work is not always matched sufficiently to the needs of all the pupils. In many cases pupils can complete work quickly and accurately using mental strategies but are set non challenging written tasks or vice versa. As a result of this they become bored with the work, the pace of learning drops and behaviour deteriorates slightly. This is a key factor affecting the standards attained at the end of Key Stage 1.

98. Non-statutory test material is used to track pupils' progress throughout the school. The school has in the past two years only just reached the point where it has a sufficiently stable staff to enable it to use data effectively to identify key areas for improvement. The school has not yet developed a portfolio of annotated pupils' work that can be used to assess progress and guide teachers new to the school in what to expect from pupils at each level.

## SCIENCE

99. There is no national test at the end of Key Stage 1 in science, but the results of teachers' assessments in 2000 were well below average for the percentage of pupils reaching Level 2<sup>3</sup> or above. The proportion of pupils reaching Level 3 were below the national average. In national tests at the end of Key Stage 2 in 2000 the school's results were well below the national average for the proportion of pupils reaching Level 4 and above but the proportion attaining Level 5 was close to the national average. When compared with schools of similar contexts the number of pupils attaining Level 4 was close to the average. Since the last inspection, although standards have varied from year to year, the percentage of pupils reaching Level 4, the expected level, and the higher Level 5, has improved.
100. Inspection evidence indicates that pupils' standards in scientific enquiry, including investigative skills have improved well since the HMI inspection in March 1999 where it was found to be underdeveloped. Pupils' standards in knowledge and understanding of science are in line with those expected at the end of both key stages.
101. Throughout Key Stage 1 pupils, including those with special educational needs, achieve well when their results are set against their prior attainment. As part of their work on plants, pupils test plants growing under different conditions to see if they need water and light to grow healthy. Scientific language, such as germinate and predict, is used throughout. Their findings are recorded neatly in diaries with good pictorial representations and sentences. At the end of Key Stage 1, pupils work as a class to discuss and find out the preferred habitat of woodlice. The notion of fair testing is discussed and scientific language such as dry, moist, dark and light is developed. Pupils describe similarities and differences between materials and know that squashing, bending, twisting and stretching can alter the shape of objects. They clearly record the process and the findings of their investigations on prepared sheets.
102. Within Key Stage 2 pupils use practical investigations and experiments well to explore a good range of scientific concepts. Pupils show a clear visual understanding of the different layers of soils from their experiments with soils collected from a visit to Abney Park Cemetery. They use simple equipment and make close task related observations. Pupils know and understand that when solids do not dissolve filtering can separate them. Good use of specific scientific vocabulary is used to describe the work they are doing. Through investigation pupils know that vibrations cause sound and the pitch can be varied. By the end of Key Stage 2 many pupils are able to turn their own ideas into a form that can be investigated. They make suitable predictions based on their experiences and scientific knowledge and decide what evidence to

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<sup>3</sup> Levels - By the end of Key Stage 1 pupils are expected to attain Level 2 in reading, writing and mathematics. Those who attain Level 3 are, therefore, attaining above nationally expected levels. By the end of Key Stage 2 pupils are expected to attain Level 4 in English, mathematics and science. Those who attain Level 5 are, therefore, attaining above nationally expected levels.



collect. Pupils knowingly consider what apparatus and equipment to use and have a clear understanding of factors to make a fair test. This was evident during the inspection when a pupil decided to find out if the length of string affected the force needed to pull an object. Pupils repeat measurements for accuracy and the majority are able to draw conclusions from their results.

103. Pupils in both key stages learn well including those with some degree of special educational need and those with specific learning difficulties who are well supported. In Key Stage 1 pupils are aware of recording their findings through drawings, tables, charts and graphs. They are successfully developing systematic enquiry through the use of prepared sheets. In both key stages pupils have an increasing scientific vocabulary gleaned through the suitable variety of topics they study. During Key Stage 2 pupils consolidate and generally build on previous learning concepts. Key Stage 2 pupils successfully use their literacy and numeracy skills to effectively record their findings in text, diagrams, annotated illustrations and graphs. The majority use their findings to come to logical, scientific conclusions.
104. The teaching of science is good overall with premium use made of practical experiences. Planned activities build systematically on what pupils have previously undertaken. Teachers set out the objectives of lessons clearly so that pupils are in no doubt about what it is they are to have learned by the end of the lesson. Resources are well prepared and ready to hand, so that pupils can take some responsibility for organising their own work. Lively introductions and high quality questioning challenge pupils to work out a hypothesis for themselves. High teacher expectation and good use of support staff effectively promotes confidence, eagerness and purpose to pupils' work. Links are being made with other curriculum areas, especially literacy where pupils' speaking and listening skills are improving and new vocabulary being developed. Mathematical skills are seen in the use of measurement and graphs. However, links with information technology are only just being developed and have not made an impact in the subject for the pupils.
105. Assessment of pupils' progress is consistent. The skills of investigative and experimental science are effectively built on to allow pupils to reach their full potential in this area. Work is marked regularly with comments on how to improve and take learning forward.
106. The subject benefits from the energetic and knowledgeable leadership of the co-ordinator. Both the policy and scheme of work have been reviewed to comply with the Curriculum 2000 orders by a detailed scheme of work based on Qualifications and Curriculum Authority guidance. She has clear vision to take the subject forward and further raise pupils' standards in both key stages.

## **ART AND DESIGN**

107. Overall pupils' standards are below those usually found in most schools for pupils of this age. This reflects the findings of the previous inspection. However, there are examples of good quality work. Discussion with pupils and staff about previously completed work and a scrutiny of planning shows pupils' skills are underdeveloped.
108. Pupils within Key Stage 1 use and explore a suitable range of techniques and materials to record form accurately and carefully from first hand observations. They review their work effectively by describing and comparing their experiences of pastels, pencils and crayons. Pupils learn that the correct medium helps to produce satisfying

results. Pupils within Key Stage 2 consider the work of Claude Monet saying what they think and feel about it. With support of shade cards pupils explore colour by adding different degrees of black or white to a chosen colour. Appropriate vocabulary is used to describe the outcomes. By the end of Key Stage 2 pupils successfully use sketchbooks to draw and improve facial features by suitable shading and toning. Standards of work produced are good in sketching. Pupils' illustrative skills are used effectively to support other areas of the curriculum.

109. The quality of teaching observed was good overall. Teachers have sound knowledge of the subject and are confident when demonstrating different techniques to pupils. Lessons are well organised and provide pupils with interesting activities where they can explore with mediums. Teachers know what it is the pupils are to achieve by the end of the lesson and make good use of questioning and demonstrations to enable them to achieve these objectives. Good use is made of praise and encouragement and pupils are confident that their work is valued.
110. There is no co-ordinator in place to guide teachers' planning and ensure progression in pupils' learning. From the evidence seen there are limited opportunities for pupils to work in three dimensions or mix colours of their own. Information technology is at the initial stages of supporting art. The school has recognised the value of additional support in teaching art and is using the local Beacon school to support art development.

## **DESIGN AND TECHNOLOGY**

111. Since the last inspection the school has maintained standards in design and technology that are below those usually found in most schools for pupils of this age. From a small sample of lessons observed during the inspection, one in each key stage, discussions with teachers and pupils and an analysis of work, pupils' skills are underdeveloped particularly in the design element.
112. In the lesson observed in Year 1 pupils used scissors and glue sensibly creating a model of a park, which they had designed previously. Pupils effectively developed their ideas and communicated well as they worked in pairs to produce the parks. These manipulative skills, and creation of ideas are not effectively built on throughout the school. By the end of Key Stage 2 pupils are not familiar with the design process. Their making skills have progressed but are still underdeveloped for pupils of this age. When making string puppets pupils confidently use their mathematical skills of measuring to mark out and cut materials. With support pupils assemble, join and combine components accurately. They reflect on their progress and improve. Linked to their science work, pupils make successful moving buggies using cardboard triangles on the corners of a wooden framework to strengthen it.
113. 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 not a clear understanding of the purpose and procedure of designing. Insufficient opportunities are given to focused practical tasks that suitably develop a range of techniques, skills, processes and knowledge. This subject lacks the expertise of a co-ordinator to guide teaching and learning throughout the school. The school has recently appointed a member of staff with an initial qualification in design and technology to co-ordinate the subject in the future.



## **GEOGRAPHY**

114. The last full inspection in 1997 reported that standards in geography were in line with expectations at the end of both key stages. Since then the strong focus in the school on developing literacy and numeracy has meant that standards in geography have not been maintained since the introduction of the new curriculum in September 2000. Pupils achieve standards that are below those expected at the end of both key stages. This is mainly because planning for geography is inadequate and pupils have insufficient opportunities to work at the full range of activities in each key stage that are necessary for them to achieve the expected standards.
115. The school currently has no member of staff responsible for co-ordinating geography and this is hampering improvement as there has been no rigorous monitoring of planning and pupils' work. The 1999 inspection by HMI recommended that the curriculum for geography needed improvement, although this has not been achieved the school improvement plan clearly sets out how a curriculum map will identify the skills to be taught in geography over each key stage.
116. Some good teaching was seen in Key Stage 2, where teaching was satisfactory overall. The good teaching was characterised by very effective behaviour management, very clear and high expectations of pupils' involvement and plenty of opportunities for pupils to make a contribution and lead the debate themselves. Nevertheless, there are not enough opportunities for pupils to cover the curriculum mainly because whole-class discussions last for too long. No geography teaching was observed at Key Stage 1.
117. Pupils' workbooks show very clearly that insufficient work has been covered in each topic to allow pupils to achieve the expected levels. Teachers' planning lacks sufficient detail and is not adequately linked to the requirements of the National Curriculum at each stage. Work on rivers at the end of Key Stage 2 is limited in the range of activities covered, for example pupils have not sufficiently considered the impact of rivers on people's lives. Comparisons with other United Kingdom places at the end of Key Stage 1 do not provide enough opportunities for pupils to describe the physical and human features of different localities. The work on Katie Morag of Struay Island gives pupils some understanding of an island but there is very little evidence of work on their own local environment.
118. Not enough use is made of information and communication technology to support geographical research. Nevertheless, pupils are familiar with using reference skills to find information from books at both key stages. Furthermore, pupils' generally accurate reading skills help them to access this information.

## **HISTORY**

119. As a consequence of the cyclical nature of the curriculum it was not possible to observe pupils taking lessons in Key Stage 1. Therefore judgements have been made on the analysis of pupils' past work, teachers' planning, displays and discussion with pupils.
120. Standards are as expected in both key stages, as in the last inspection. Pupils make good progress, including those with special educational needs and those pupils with EAL when they receive adequate support. Pupils develop a satisfactory chronological framework with timelines displayed on the main staircase and in some classrooms.

In Key Stage 1 pupils learn that the past is different from the present by studying, for example, toys. Grandparents are encouraged to visit and talk about the recent past. Significant men and women are studied such as Florence Nightingale, Samuel Pepys and Guy Fawkes and also key events such as the Fire of London. In Key Stage 2 pupils use the Internet very effectively to research aspects of life in ancient Egypt and share the information with others as a class resource. Interviews with pupils revealed an enthusiasm for history.

121. Displays reflect much of the work undertaken. The school has had one of its PGCE students draw and paint a timeline up the staircase in the Key Stage 2 site, with the pupils helping to identify the main events. This depicts main events in the history of England and more especially significant events in the school's history. In one class a good cross curricular link is made to art when pupils have to complete portraits of Henry VIII's wives. Displays are particularly effective when they contain questions that ensure the pupils have to investigate the information.
122. At present there is no history co-ordinator to be enthusiastic and well informed. The scheme is to be revised in its turn from the school development plan in the light of the new national requirements. The achievement of the pupils is good. Resources are adequate with the priority this year being development of the subject already planned.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

123. Standards at the end of Key Stage 1 and Key Stage 2 are in line with those expected nationally. This is an improvement on the last inspection when attainment was found to be below national expectations at both key stages.
124. At the beginning of Key Stage 1, pupils use the computer mouse to move the cursor and to select items. Pupils make steady progress in using the computer to play games that support their learning in other subjects, such as mathematics, using counting and matching games. By the end of Key Stage 1, the majority of pupils use word-processing programs to record their work. They learn to use the delete, shift and space bars to amend their text and change fonts effectively to present their work. Within Key Stage 2 pupils learn how to share information in words and pictures and make good progress in understanding specific vocabulary of textbox, delete and backspace. In editing a piece for the school newsletter to parents pupils used the correct terminology, for example, highlight, icon and scroll down. A few pupils are able to explain how to paste a picture. Overall, pupils make good progress in copy, cut and paste procedures when reorganising text to make its meaning clearer. Pupils successfully search for information using Decision Tree and compare using the computer to that of a book. Pupils in Year 6 use the Internet successfully to research history topics in lessons. They are comfortable with computers, editing, writing text competently and changing fonts, style, size and colour to present their work, bearing in mind purpose and audience.
125. Pupils are making good progress in both key stages. Their range of skills is steadily improving as their confidence grows. Their information technology skills are beginning to develop across the range of the curriculum. Pupils demonstrate sound attitudes to information technology. They work well, concentrating and persevering with new skills. Laptop computers are used with care and respect.
126. Teaching is good. Currently it is taught as a separate subject in Key Stage 2 with sufficient laptop computers for each pupil in a whole class. The co-ordinator for

information and communication technology effectively uses her expertise to teach all classes in Key Stage 2. She has very good subject knowledge, which is backed up by an enthusiastic approach and a clear delivery. Levels of challenge are well planned to match pupils' abilities. Lesson objectives are well defined and shared with pupils so that they know what they need to do to raise their standards of achievement. Pupils' learning is constantly reinforced and they are strongly encouraged to develop their confidence and to experiment with their techniques. Teaching in information and communication technology is less secure in other subject areas where specialist teaching is not involved, and there is too little routine use of computers in classrooms during the day. However, teachers and class assistants have attended relevant courses and are developing their confidence and expertise in this area. The co-ordinator ably supports teachers. Plans to develop and improve assessment and recording of pupils' information technology skills are in place and well focused on encouraging improvement in standards of attainment.

127. The new information and communication technology co-ordinator has already improved the provision for this subject across the school. Through a business partnership, Save and Prosper, the school leases sufficient laptop computers for one class. The use of a projector and whiteboard enables the teacher to demonstrate processes and applications. Internet cabling is in the Key Stage 2 building but not in the Key Stage 1 building which is at least 200 yards down on the opposite side of the road. Efficient use is made of the equipment and plans to extend the range of subject specific software available to pupils are appropriate in ensuring that key skills across the curriculum will be given emphasis in order to strengthen this area of the school's provision. The school has suitable plans to further develop provision in Key Stage 1.

## **MUSIC**

128. Standards at the end of both key stages are below those expected mainly because pupils have too few opportunities to take part in well planned music lessons. Evidence for this has been drawn from the few lessons observed, talking to pupils and looking carefully at teachers' planning for music. Too few music lessons are planned, some of these are too short lasting for only 15 minutes, and medium-term planning is not sufficiently detailed to show how pupils will make progress in music in each year group. Resources are adequate but some are in poor condition.
129. There is a lack of music expertise on the staff and this has prevented the school from making much progress in developing a suitable curriculum for music. This was identified by HMI in 1999 as an area for development. In the full inspection of 1997 a specialist music teacher was employed and standards were higher.
130. The school recognises the need to begin curriculum improvement with urgency and the school improvement plan includes the development of a curriculum map, which will set out the skills that pupils are expected to cover in music. The pupils in Key Stage 1 follow a commercially produced scheme, which has guidelines for staff and ensures that they cover the National Curriculum.
131. The quality of teaching in Key Stage 2 is satisfactory overall, not enough teaching was observed in Key Stage 1 to make a secure judgement. Currently most music teaching at Key Stage 2 is of music appreciation and singing in large groups. This limits pupils' attainment in composing, performing and evaluating their work. Pupils are not familiar with the names of many of the tuned and untuned instruments that are available. In Key Stage 1, most music is taught in conjunction with poetry or dance.

Pupils understand how to keep a rhythm and beat but have few other musical skills. They cannot represent sounds with symbols or recognise fully how musical elements can be used to create moods and effects.

132. Not enough use is made of information and communication technology to support musical composition. Nevertheless, the school provides plenty of opportunities for older pupils to sing in large groups, often taking part in large local festivals. The pupils clearly enjoy these activities and speak of them with great enthusiasm.

## **PHYSICAL EDUCATION**

133. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons in dance, indoor games, and gymnastics and discussion with pupils. Not enough lessons were observed at Key Stage 1 to make a secure judgement on teaching, but pupils were observed at play, and before and after school.
134. At the end of both key stages pupils achieve standards as expected in those aspects of physical education observed. In the previous inspection standards in physical education at Key Stage 2 were judged to be average. Pupils make expected progress in developing control and co-ordination in travelling, jumping and balancing. Pupils are broadening their experiences of dance activities and they are acquiring competence in a range of games, gymnastics and swimming skills. All pupils make at least satisfactory progress and some make good progress and achieve results that enhance their self-esteem.
135. At the end of Key Stage 1 most pupils demonstrate sound co-ordination when using large body movements. They move with control and make good use of general space. In the playground they move freely, engage in a range of chasing games and are able to stop and start movements safely.
136. At the end of Key Stage 2 pupils move with increasing control, and demonstrate an expected range of passing skills. In simple competitive situations in the playground they show appropriate understanding of attacking and defending techniques in soccer type skills. Year 4 pupils demonstrate good floor sequence skills when moving around like machines with strong movements. The school currently supports an effective swimming programme and most pupils are able to meet the swimming requirements of the National Curriculum before the end of Key Stage 2. Pupils in Year 6 produce good quality movement sequences on the apparatus that are of a better standard than usually seen from pupils of this age. In the summer term the Year 5 and 6 pupils who are confident swimmers are taken canoeing as part of the summer outdoor facility at the Islington Boat Club, whilst those who need to are given further swimming lessons. The school also participates in country dancing and takes the pupils on 'school journey' where they participate in vigorous outdoor activities including orienteering, and abseiling. Pupils with special educational needs take a full part in physical education lessons and make sound progress overall.
137. Most pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and nearly all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is usually good; apparatus is sensibly and responsibly used and in competitive situations pupils show due regard for laws and fair play.

138. The quality of the teaching in physical education is very good. Teachers are enthusiastic about teaching physical education, and have appropriate subject knowledge. In the best lessons planning is good with clear learning objectives outlined, appropriate challenging tasks set and a brisk pace maintained. In these lessons, pupil performance is used well to demonstrate achievement, focus on good practice and to encourage pupils to observe others and refine their own movements. A good practice that is in keeping with the ethos of the school allows that pupils are given the opportunity to comment upon performances and consider how the quality might be improved.
139. The enthusiastic and well qualified co-ordinator is overseeing the revision of the physical education policy document to comply with curriculum 2000, and is currently using the Qualifications and Curriculum Authority scheme as a basis for long-term planning. The revision is planned into the school development plan for October 2001. The school does lots of activities with other schools. The co-ordinator has offered to run her own school's netball and that of another school's provision so that her pupils can experience playing on a reasonable court. The school has a good number of extra-curricular activities, including Arsenal footballers doing football training with Year 5 and 6, gym club, and netball club, which enhances the physical education curriculum, as does the experience gained by pupils on a multi-activity residential visit. Resources for physical education are satisfactory overall. The school has a wide range of Topps equipment. The school hall is used for lunches, assemblies and physical education for Key Stage 2, which is unsuitable. The lack of storage space in the school means that tables and chairs are stacked around the outside and each lesson the teachers have to carry out a risk assessment before each lesson. In the Key Stage 1 site there is no hall for physical education and they have to use the church. This along with the poor hall facility on the Key Stage 2 site means that the pupils will never be able to achieve any more than as expected, as there is neither enough indoor space to extend skills in gymnastics nor enough outdoor space to extend games skills. The school has no access to any grassed areas for games and play other than a park some 20 plus minutes away, which has an effect upon time in other curriculum subjects.

## **RELIGIOUS EDUCATION**

140. This was subject to a Section 23 Inspection.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

141. St Jude and St Paul's is a school with a large multi-ethnic population. English as an additional language and ethnic minority provision are of good quality and a strength of the school. The school views the provision of raising minority ethnic pupil achievement as central to its purpose and mission, included in the raising achievement of all pupils, but has not until last year been in receipt of Ethnic Minority Achievement Grant Funding (EMAG). This was because of the methods of funding which gives the higher funding allocation for those pupils who are at the earliest stages of English language acquisition. As the pupils' ability in English rises the amount of funding is reduced.
142. St Jude and St Paul's has 105 pupils of minority ethnic origin, of whom 75 are pupils with EAL. The 75 pupils consist of one awaiting assessment, six at Stage 2; 23 at Stage 3; and 45 at Stage 4 of English language acquisition. As can be seen the vast



majority of the school's EAL pupils are in the higher stages of English acquisition and therefore they received little funding (£6000 in year 2000) when there were more of the pupils at the lower levels. Last year the school admitted children from Spain, Kosovo, Gambia, Sierra Leone, India and Siberia.

143. The school has a member of staff who has responsibility for ensuring that the school provides for these pupils. They do not have funding to employ a teacher. At the moment there is no bilingual assistant who is employed to work alongside pupils inside classrooms.
144. The co-ordinator for EAL ensures that the purpose of raising achievement amongst ethnic minority pupils is always to the forefront of everyone's thinking. She sees the function of the school as not only raising the achievement of all pupils but also addressing the imbalance in achievement. It is recognised that some pupils have more need of support than others and the school has identified levels of support based on the assessments made. These groups of pupils are regularly reviewed and make good progress as a result.
145. The enthusiastic, committed co-ordinator is involved in ensuring that the needs of pupils with EAL are met. This involves planning and preparation with classroom teachers, to ensure that in literacy and numeracy the linguistic targets are being pursued and that other support staff are used where appropriate to aid the pupils. They work alongside the pupils, 'interpreting' for them and encouraging their participation in lessons. All pupils within the classroom see them as part of the class provision. Within the lessons seen, the quality of teaching observed was good. The quality of support and the teaching that this support gives were also good.
146. All pupils with EAL are assessed on entry to the school. The co-ordinator regularly monitors 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 and the co-ordinator see EAL provision as an integrated priority and the responsibility of all staff members and it is identified in all lesson plans.
147. The school carries out bilingual assessments if they are deemed necessary. No pupil is assumed to be in need of special educational needs support just because his or her first language is not English.
148. The school has in the past four years had no funding until last year when it received £6000 which was spent on providing much needed resources. Until the appointment of the present headteacher and the co-ordinator there was no monitoring or proper assessment records kept of the EAL provision. This lack of records along with the low level of resources, especially for the Stage 3 and 4 pupils, within the school is a restraint and has an impact upon the staff's ability to continue to raise the standard of achievement of ethnic minority pupils.
149. The results of national tests are broken down by ethnicity, gender, and pupils with EAL. The results are used to aid 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 St Jude and St Paul's is always promoting racial harmony and achievement and is an exciting place to be.