

INSPECTION REPORT

SOUTH HARRINGAY JUNIOR SCHOOL

London

LEA area: Haringey

Unique reference number: 102110

Acting Headteacher: Martin Brown

Reporting inspector: Jane Lamb
2153

Dates of inspection: 11 - 14 February 2002

Inspection number: 197655

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	County
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Mattison Road Haringey London
Postcode:	N4 1BD
Telephone number:	0208 340 2757
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Appropriate authority:	Governing body
Name of chair of governors:	Mr. Laiq Chaudrey
Date of previous inspection:	22-25 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2153	Jane Lamb	Registered inspector	English Music Religious Education Provision for pupils who have English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements. How well are pupils taught? How well is the school led and managed?
9446	Helen Griffiths	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
27315	Margaret Brenchley	Team inspector	Mathematics Art Design and Technology Physical Education Equal Opportunities	
18370	Kevin Johnson	Team inspector	Science Information and Communication Technology Geography History Pupils with special educational needs	How good are curricular and other opportunities offered to pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WHO HAVE ENGLISH AS AN ADDITIONAL LANGUAGE	20
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN CURRICULUM SUBJECTS	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

South Harringay Junior School is an average sized primary school situated in the southern part of the London Borough of Haringey. There are 216 pupils on roll: 119 boys and 97 girls. On entry to the school pupils are generally attaining well below average standards in the national tests in reading, writing and mathematics. The number of pupils eligible for free school meals is well above the national average. The school has identified 62 pupils as having special educational needs which is about average, including four pupils with statements of special educational need, which is also about average. The school serves an increasingly diverse community and the number of pupils joining and leaving the school each year is very high and has increased since the last inspection. About 93 per cent of pupils are from ethnic minority backgrounds and a substantial number of pupils are from refugee or asylum seekers' families. Around 77 per cent of pupils speak English as an additional language, which is very high compared with national averages and a substantial proportion of these pupils, about 27 per cent, are at the very earliest stages of acquiring English. The main languages spoken other than English are Turkish, Bengali, Albanian and Somali. The school is part of the local Excellence in Cities initiative, which funds additional staff. The school has difficulty in recruiting teachers and there is currently one vacancy and two temporary unqualified teachers in post. During the inspectors' visit, the school had a temporary acting headteacher, pending a consultation for amalgamation, following the resignation of the previous headteacher.

HOW GOOD THE SCHOOL IS

This is an improving school which provides for the wide ranging needs of its pupils effectively. Pupils achieve well, often from very low starting points. Although standards and test results are generally improving, they are still below nationally expected levels in some subjects, including English and mathematics. By Year 6, however, test results compare well with those in similar types of schools. This is due to good teaching and learning and the very good leadership of the senior management of the school. Very good relationships and mutual respect are also major strengths. Taking all these factors into account, the school offers good value for money.

What the school does well

- The leadership and management of the acting headteacher and deputy head, well supported by senior staff, are very good.
- The good teaching has a significant impact on pupils' good learning and progress.
- Support for pupils with English as an additional language, and for those with special educational needs, are particularly good and all pupils are fully included in school activities.
- Pupils achieve well often from very low levels when they come to the school.
- The quality of relationships and the mutual respect shown in the school are extremely good.
- The range of extra curricular activities is very good..

What could be improved

- Standards in English, mathematics, science and information and communication technology are below expected levels by Year 6.
- Teaching time is slightly lower than the national recommendation, and some subjects, notably history, art and design and design and technology are not taught regularly enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the last inspection in September 1997, both in the issues identified in the inspection report and more generally. Standards in national tests have risen, the quality of teaching and learning has improved significantly and the leadership and management of the school are better. Provision for special educational needs pupils and for pupils with English as an additional language have also improved and are very good. The full National Curriculum is taught and there is a daily act of collective worship. Resources are improving, though they are not yet sufficient in information and communication technology, where they have a limiting effect on pupils' attainment..

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	E	E	D	B
Mathematics	E	E	E	C
Science	E	E*	E	D

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

The table shows that Year 6 pupils' attainment in the 2001 tests was below the national average in English but above the average for schools with similar intakes. In mathematics, results were well below the national average but in line with schools with similar intakes. In science, they were well below the national average and below the results of schools with similar intakes. Over the last three years, results in English have varied from below or well below average and in mathematics and science they have been consistently well below average. Girls and boys have attained broadly similar results over the last three years. The improvement trend in the school's overall results for all three subjects is above the national trend. Results in the 2001 tests show a significant improvement from the previous year's in the number of pupils attaining the expected Level 4 and above. The school set appropriate targets in English and mathematics in 2001 and these were exceeded in the tests. As recognition of its improvement, the school received the School Achievement Award for raising standards between 1997 to 2000. The continuing rise in standards is confirmed by the inspection findings. Standards of work seen during the inspection show that standards in the current Year 6 are slightly higher than last year in mathematics and science where they are below, rather than well below, average. In English, the standards are in line with the test results, but there is improvement, particularly in writing. Standards remain below average in information and communication technology. Pupils, however, achieve well in most subjects, often from very low starting points. They make generally good progress with some pupils' progress being very good. Pupils with English as an additional language and those with special educational needs do particularly well, due to the the very good quality of teaching and support that they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school, and are interested and enthusiastic in what they do. They are proud of their achievements and respectful of others.
Behaviour, in and out of classrooms	Generally good throughout the school. Very good behaviour was often seen in lessons.
Personal development and relationships	Good. Pupils develop confidence as they progress through the school. The very good relationships and ethos help to create a good learning environment
Attendance	Unsatisfactory. Despite the school's best efforts attendance is still below average although improving, and not all pupils are punctual.

The pupils' good attitudes, behaviour, relationships and personal development provide a good basis for their learning and make a positive contribution to their good achievement. The school works very hard to improve attendance and punctuality but these are still unsatisfactory.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

The quality of teaching and learning is at least satisfactory in almost all lessons with a substantial proportion of very good teaching and an excellent lesson. A very small proportion of teaching was unsatisfactory. This is a good improvement from the previous inspection and is an important factor in ensuring that pupils make good enough progress to catch up and achieve well. The school meets the diverse and challenging needs of its pupils well and high quality support in special educational needs provision and for English as an additional language have a very good impact on pupils' learning and progress. Teaching in English and literacy is often good or very good, with high levels of teachers' expertise, good use of setting of pupils in different teaching groups and high expectations, having a major impact on pupils' often very good learning and achievement. The school is particularly good at quickly assessing the pupils who come into the school and ensuring that early stage English learners are given work which teaches them basic skills so that they can be included in all lessons. These pupils consequently make very rapid progress. Mathematics and numeracy teaching are good. Particular strengths in mathematics are the provision for higher attaining pupils, teachers' good subject knowledge and use of questioning and effective planning. The teaching of data handling and marking pupils' work are relative weaknesses.

Pupils' learning is generally good and often very good for pupils with English as an additional language, those with special educational needs and higher attaining pupils. The pupils' good attitudes and behaviour in lessons, and the skilful use of good support staff, are reflected in the pupils' good progress in many lessons. Teachers help pupils to understand the relevance of lessons by sharing the learning intentions with them and referring back to them to check pupils' progress. The school targets pupils with specific learning and language needs very well for additional support in lessons, and this results in them being fully included, and making very good progress towards the targets set for them. Pupils' behaviour is very well supported and managed by the staff and classroom organisation is also good. Many lessons are lively and stimulating to capture the pupils' interest to enhance their learning. Pupils are constantly encouraged to do their best and are praised for their achievements. This results in pupils gaining confidence, offering suggestions and being able to put forward their own viewpoints and listen to those of others. There is some good marking of pupils' work to improve it, but the marking policy is not always applied consistently.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school teaches the full National Curriculum and religious education and meets the very diverse needs of its pupils well.
Provision for pupils with special educational needs	Very good. These pupils receive very good support, progress well towards their targets and are well included in lessons. The management and organisation of the provision are very good and staff work well as a team to meet the pupils' needs.
Provision for pupils with English as an additional language	Very good. These pupils are very well supported and assessed to ensure that they make rapid progress and the provision is very well managed. Pupils often achieve well in tests and assessments.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for pupils' personal development through promotion of their spiritual awareness, knowledge of moral and social responsibilities and experience of a wide range of cultures is good and pupils respond well to this.

How well the school cares for its pupils	Satisfactory. Staff have a good knowledge and understanding of their pupils and make satisfactory provision for their welfare, health and safety.
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The school works well to promote a good partnership with parents and they are appreciative of this. All staff ensure that the pupils experience a relevant, broad and varied curriculum, including a very good range of lunchtime and after school extra-curricular activities. The school successfully meets the requirements of the National Curriculum and religious education and is implementing the national literacy and numeracy strategies well. The school's teaching time is slightly below recommended levels and the time given to some subjects, notably history, art and design and design and technology, is too fragmented and interrupts the flow of pupils' learning. Pupils are cared for well and their personal and academic performances are monitored satisfactorily.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The school is led very well by the acting headteacher, deputy head and senior staff during an uncertain period. The acting headteacher has particularly high levels of expertise and has forged a very good partnership with staff and governors.
How well the governors fulfil their responsibilities	Satisfactory. Many governors are new and it is a new governing body, but they are fulfilling all their statutory responsibilities and understand the school's strengths and weaknesses well.
The school's evaluation of its performance	Good. The school evaluates its performance well and analyses its strengths and weaknesses to decide what needs to be done next.
The strategic use of resources	Good. The school manages and uses its available resources well and finances priorities effectively. Staff and governors seek to obtain good value for money.

The overall adequacy of staffing, accommodation and learning resources is satisfactory. There is a good match of teachers and support staff to the demands of the curriculum and pupils' needs. The school is effective because of the very good team work and high levels of commitment of all staff. The school improvement plan and co-ordinators' action plans are good and reflect the overall needs of the school. The principles of best value are applied well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is good. • The teaching is good. • They are comfortable approaching the school. • The school expects their children to work hard. • The school works closely with parents. 	<ul style="list-style-type: none"> • The provision for homework. • The range of activities outside lessons.

The inspectors agree fully with the parents' positive views of the school. The school has a clear policy for homework, which all parents see in the prospectus, but there is some inconsistency in the setting of homework between classes. The inspectors feel that the range of extra-curricular activities both at lunchtime and after school is very good and these are well organised and supported by staff.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards and pupils' achievements are rising steadily. In recognition of this, the school received the School Achievement Award for its improvements from 1997-2000. Overall, however, standards by Year 6 remain below national averages in English, mathematics, science and information and communication technology. Standards are close to nationally expected levels in the other subjects. History standards are not reported as there was insufficient evidence due to the timetabling of the subject. Pupils' attainment is well below average when they start at the school, particularly in reading, writing and mathematics. This is also often the case for the high numbers of pupils who join the school during each school year. All pupils do well as a result of good teaching. Pupils who have been in the school since Year 3 have often made very good progress. The school's analysis of the Year 6 pupils' national test results shows that this group of pupils meet or exceed the results found nationally. Standards of work seen during the inspection were similar for girls and boys, although the school has identified the improvement of boys' achievement as a focus, particularly in writing. There is also little difference between the results of boys and girls over the last three years in the test results. Year 6 test results in English, mathematics and science have improved since the last inspection, but standards in information and communication technology have not shown sufficient improvement and remain below average. This is mainly because delays in setting up the new computer suite have impeded pupils' progress in the subject. Two factors have had a major impact on the improving standards in other subjects. These are: the use of setting so that pupils are taught in groups related to their previous attainment and the school's targeting of specific groups of pupils for additional support.
2. Year 6 pupils' attainment in the 2001 tests was below the national average in English but above average for schools with similar intakes. In mathematics, results were well below the national average but in line with similar schools. In science, they were well below the national average and below the results of similar schools. Results at the higher than expected Level 5 were well above those of similar schools in English and mathematics. Over the last three years, results in English have varied from below to well below average and in mathematics and science they have been consistently well below average. Girls and boys have attained generally similar results over the last three years. The improvement trend in the school's overall results for all three subjects, however, is above the national trend. Results in the 2001 tests in all subjects show a significant improvement from the 2000 results in the number of pupils attaining the expected level 4 and above. The school set appropriate targets in English and mathematics in 2001 and these were exceeded in the test results.
3. Around 77 per cent of pupils have English as their additional language. About 27 per cent of these pupils are at the very earliest stages of acquiring English. In addition about 18 per cent of pupils are from refugee or asylum seeker families. The rate of pupils joining and leaving the school in each year group is also very high. These factors present the school with considerable challenges in developing English language skills and in raising the pupils' attainment in other subjects. Standards of work seen during the inspection show that most pupils are working at the right levels, are achieving well and making good progress from their previous levels. They respond well to the good expectations of their teachers. Pupils with special educational needs benefit from a curriculum very well tailored to their needs and consequently achieve well and progress very well towards their targets. Those with English as an additional language often reach similar standards to other pupils and often make very good progress. A major strength of the school is the very effective inclusion of all pupils and the way in which the specific needs of pupils are met. The teaching of literacy is often very good and helps pupils with very low initial attainment in English to achieve well. Pupils' skills in literacy are consolidated well by their skilful use in other subjects. Teaching and learning in numeracy are also generally good and have had a strong impact on the standards attained, which are improving.
4. The achievement of pupils with special educational needs is good or very good with regard to the progress they make towards the targets set for them in their individual educational plans. The range of particularly good support in class and in withdrawal groups and the good planning and teaching are factors in this. Pupils who have more specific needs have a formal statement of

need and these are well provided for. Very good records are kept of the pupils' attainment and these are used to inform the planning of work, teaching and support for pupils.

5. Pupils who have English as an additional language often make very good progress because they are well very taught, particularly by the two support teachers and classroom support staff. Basic skills are well taught by all staff and the school makes lessons accessible to the pupils through the well deployed and skilful use of support staff and teachers with good levels of expertise.

Pupils' attitudes, values and personal development

6. Throughout the school, pupils' personal development and relationships are good and their attitudes to learning and behaviour are generally good. This is a good improvement from the findings of the last inspection.
7. At the beginning of their time in school, some Year 3 pupils find concentration and listening to others difficult. By Years 4, 5 and 6, however, their attitudes to learning are good and often very good. Pupils are well motivated, concentrate well and are interested in their work. As a result of their teachers' high expectations and good management of pupils, they are keen to do their best and contribute well to discussions. For example, in a Year 4 mathematics lesson on reading the time from an analogue clock, pupils were eager to show what they could do and worked very hard. Older pupils work well independently and in groups. Most pupils are keen to come to school and punctuality is generally good, except for a persistent minority who have problems with timekeeping. Pupils, even new arrivals who are at an early stage of learning English, feel confident that others will listen and feel safe to express themselves. They are also respectful of resources. Participation in extra-curricular activities is very high.
8. Behaviour throughout the school is generally good and the clear and comprehensive discipline policy is implemented well. Most pupils know the school rules well and value praise from others. They are open, friendly and helpful to visitors. Younger pupils are often less mature in their behaviour; in assemblies and in some lessons, there is often unnecessary talking and fidgeting. Behaviour in the playground is sometimes boisterous but generally good- humoured. The school has recently introduced a play worker to help pupils to learn new playground games and is encouraging the lunchtime supervisors to take a more active role in this to support more productive and harmonious play activities. Pupils move around the school purposefully and line up quietly. There were five fixed-term exclusions last year, these were appropriately recorded.
9. There is an impressive degree of racial harmony and boys and girls work and play well together. All pupils are included well in all school activities and respond to these with great enthusiasm. There is little evidence of bullying and pupils and parents feel confident that if an incident occurs it will be dealt with quickly and effectively. Relationships within the school are very good; pupils respect the feelings and beliefs of others. The buddy system of older pupils helping younger ones works well and older pupils mix well with the younger ones. The many new arrivals in the school are made to feel welcome and quickly settle in to school life. Teachers offer good examples of courtesy, respect and fairness.
10. Pupils willingly undertake responsibilities and there are many good opportunities for them to do so. Older pupils have a variety of tasks, such as helping with assemblies and with putting out equipment. The school council meets every two weeks and members take their responsibilities seriously. Pupils are encouraged to give their views on such issues as the redesigning of the playground.
11. Attendance, despite the school's best efforts, is slightly below national averages. Absence for reasons not known to staff is well above average. This almost always turns out to be due to the high numbers of pupils who are transferred from the school without notice and remain on roll after transfer.

HOW WELL ARE PUPILS TAUGHT?

12. The good quality of teaching is a clear strength of the school and has a significant impact on the pupils' good achievement and progress. Teaching was satisfactory or better in almost all lessons

and a substantial majority of lessons showed good or very good teaching with one excellent lesson seen. There were very few unsatisfactory lessons. The high level of consistency of the good teaching is the main factor in the pupils' progress and this shows good improvement since the last inspection.

13. The school has recruited staff with very high levels of commitment and enthusiasm in an area where recruitment is difficult. There is currently only one vacancy, and two temporary teachers, who are unqualified in this country, have high levels of expertise, enthusiasm and skill. They make a good contribution to pupils' learning and are given ongoing good quality support.
14. In many lessons, teachers have liveliness, confidence and enthusiasm and high expectations of pupils' work and behaviour. They also have very good skills in managing the pupils' behaviour and classroom management and there is a brisk pace of learning and good subject knowledge. A major strength of the best teaching is the way in which teachers motivate the pupils well and extend their learning so that they are making at least good progress. Relationships with pupils are very good and they are well supported and extended according to their needs and previous attainment, particularly when support staff are present or teachers are working in partnership.
15. Pupils who have English as an additional language are particularly well taught when the support teachers are present, and also at other times. Pupils with special educational needs benefit from skilful support staff and teachers who are sensitive to their needs. The teachers provide well for pupils of high attainment. Gifted and talented pupils have been well identified and provided for. Setting of pupils by grouping them according to their prior attainment is done in literacy, numeracy and science. This is well planned and organised and is a significant factor in the school's improving standards, as pupils are able to work in small groups and at the right level. The skilful support staff give very effective help in lessons and are well deployed. Resources, including computers, are used well to support learning in lessons, for example, writing using computers was seen in a very good literacy lessons in Year 3, which enhanced pupils' English and word processing skills.
16. Teachers generally plan lessons well, with clearly identified learning intentions for the class or set and with different work matched well to the previous attainment and needs of the pupils. Information from assessment and tracking of pupils' progress is used well in planning tasks and activities and particularly when setting class and pupils' targets.
17. The teaching of literacy is at least good and often very good or excellent and this is having a major impact on pupils' speaking, listening, reading and writing in all subject areas and on their access to the curriculum. The teachers work hard to ensure that pupils are making good progress and that pupils' learning is focused on the learning planned, although expectations of pupils' accuracy and presentation in writing are not always high enough. Teaching in English is good, with much very good or excellent teaching. Teachers plan well, taking into account the wide range of pupils' needs, and have good levels of subject knowledge. A strength of this teaching is the infectious enthusiasm and vitality of teachers and their good knowledge and expertise. For example, an outstanding lesson was seen in which the support teacher for English as an additional language and a Year 6 teacher jointly led a lesson for a lower attaining group of pupils. They used a wide variety of teaching styles and home languages to allow pupils to understand how to write an introduction to a discussion text about road building in India.
18. In mathematics and numeracy, teaching is good. This is leading to improved standards in numeracy, though pupils' skills in mental arithmetic and problem-solving are still not high enough. Particular strengths are the provision for pupils with special educational needs and higher attaining pupils, good use of questioning to check understanding and effective planning. Marking of pupils' work is not always used sufficiently to promote improvement and there is insufficient emphasis on teaching data handling using information and communication technology.
19. In most other subjects teaching is also judged to be generally good with some very good teaching, although insufficient teaching was seen in history to make a judgement. Generally satisfactory teaching was seen in physical education but with some shortcomings in the management of pupils' behaviour which impeded their learning.

20. Pupils with special educational needs are consistently well taught and very well supported throughout lessons. Teaching plans provide relevant opportunities and support for pupils to work at the targets identified in their individual plans. There is consistently good liaison between class teachers and other staff supporting in the classroom. Some pupils are also withdrawn for short periods each week, either individually or in small groups, and this teaching is also well focused and of good quality. A particular strength is the use of two specialist learning mentors who support individual pupils well.
21. Pupils with English as an additional language are particularly well taught and are making good or very good progress. Teachers and support staff have very good levels of expertise in moving the early stage learners on quickly in basic English and numeracy and ensuring that pupils are working according to their capabilities. Many of these pupils are achieving well in all subjects, including English. A particular strength is the expertise, dedication and enthusiasm of the two very experienced part-time specialist teachers who contribute greatly to their colleagues on-going support and the achievement of these pupils. Tracking and recording the pupils' progress through the stages of acquiring English is particularly good.
22. The impact of this good and very good teaching is seen in the good quality of pupils' learning throughout the school with good or very good learning seen in a high proportion of lessons. Pupils are very enthusiastic and confident in using their previous knowledge, skills and understanding in new learning tasks. Whatever the specific learning needs of the pupils, they are fully included in lessons. They have an appropriate understanding of their own progress for their ages. For example, Year 6 pupils grade their own achievement after some lessons by awarding themselves 'smiley faces', 'neutral faces' or 'frowning faces' according to their own view of their progress.
23. The brisk pace of teaching in the best lessons and good management of pupils has a significant impact on the hard work and effort put in by the pupils. In the very few unsatisfactory lessons seen in English and physical education, learning was impeded by the slow pace and insufficiently high expectations of pupils' behaviour. Pupils are learning at good rates of progress in most lessons, with particularly good learning seen by pupils who have English as an additional language and some higher attainers. Pupils are very confident in using their developing skills in English, even when they are at the very earliest stages of acquiring the language. Teachers constantly encourage these pupils to participate by their skilful use of questioning, for example, in literacy lessons. The presentation of pupils' work and their handwriting is sometimes unsatisfactory and higher standards and pride in presentation are not always sufficiently encouraged by teachers.

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

24. The school provides a broad and relevant curriculum which reflects its learning and social aims and enables pupils to achieve well. There have been good improvements since the last inspection, in that schemes of work and policies are now in place for all subjects and the requirements of the National Curriculum and agreed syllabus for religious education are met. The curriculum is now appropriately monitored by the senior management team and co-ordinators and governors are well informed. The school now meets the requirements for the daily act of collective worship.
25. The literacy and numeracy national strategies have been embraced well by the school. Teachers use the recommended frameworks well to plan and teach basic skills. The literacy and numeracy frameworks have been adapted well to provide for the specific needs of pupils who have English as an additional language. The school follows the locally agreed syllabus for religious education and offers good provision for pupils' personal, health and social education. Teaching about the dangers of misusing drugs is appropriately linked to the science programme of work, and sex education is taught to pupils in Year 6.
26. Overall, the time allocated to teaching all subjects is slightly below the recommended weekly minimum. Whereas there is a reasonable balance of time for most subjects, time for some others, history, design and technology and art, is barely adequate. For example, between Years 4 and 5, pupils are not taught history for four terms. This is not satisfactory because pupils are not able to build on their historical knowledge and enquiry skills systematically. Time for art and

design and technology is also restricted, which limits the opportunities for some pupils to achieve their full potential in those subjects.

27. Pupils who have special educational needs are very well provided for. There is very good support for them in school from teachers, support assistants and learning mentors. Specialist external support is provided for those who have more specific needs. This means that these pupils are included well and that the curriculum is modified well to meet their specific needs as outlined in their individual plans.
28. The provision for pupils for whom English is an additional language is particularly good. Teachers and classroom assistants take particular care to ensure that these pupils are fully included in learning. Skilful questioning, use of dual language books and labels and a good use of resources to provide more visual support to pupils, are strong features of most lessons. Some teachers are skilled enough to address pupils in their first language. Very good additional support is provided by the two specialist teachers who have particularly high levels of experience and expertise, working with groups alongside class teachers in lessons.
29. Provision for pupils on the school's register of gifted and talented pupils is good also. The school has secured additional funding through the Excellence in Cities project and has successfully bid for a local authority grant to buy more challenging resources for those pupils. Co-ordinators are currently reviewing programmes of work for subjects to ensure that the needs of gifted and talented pupils are met within the planned curriculum. Activities outside of school time such as art, chess and mathematics are arranged specifically to encourage those talents. Performing arts and sporting achievement are promoted well through dance and sports coaching provided by the school and the local authority.
30. Pupils' learning and their social development is enriched by a very good range of activities outside school time. Soccer, volleyball, karate, American softball and a dance club are available to pupils, and a choir, chess, computer and homework clubs offer other opportunities. Visits to places of interest, such as the Science Museum to learn about forces and to Kew Gardens to observe the sculptures, enrich pupils' learning experiences. Year 6 pupils benefit from an annual residential visit to Pendarren in Wales, where they have the opportunity for some geography field work.
31. The school is working hard to increase pupils' learning potential through links with the community. For example, the school provides opportunities for parents to investigate science, so they can acquire the skills necessary to support their children at home. There is also a well attended weekly homework club for parents of Year 3 pupils where the current topics and suggested ways of helping their children at home are explained.
32. Good relationships with the adjacent Infant School ensure a valuable exchange of information so that pupils who transfer to South Haringay Juniors can be given the continued support best suited to their needs and have full and equal access to the curriculum taught.
33. The school continues to make good provision for the spiritual, moral, social and cultural development of its pupils, and puts its stated aims and values into practice well to ensure that each pupil develops confidently within a harmonious multicultural society, appreciating the beliefs and values of others.
34. There is a good commitment to making pupils aware of the impact of their own beliefs and the beliefs of others through work on different faiths in religious education and assemblies. Pupils in Year 6 are able to discuss their personal views of religious belief and feelings in a very open and sensitive way with the encouragement of the class teacher. They learn about respect for each other in their personal, social and health education lessons and staff work hard to help pupils who find relationships difficult. The school provides a firm framework in which pupils can learn and at the same time encourages them to ask relevant questions and give their points of view both in class and through the school council. In a special refugee week pupils expressed their feelings and thoughts about life and death, through art and literature. They can express delight in finding out new things which amaze them. For example, some of the pupils who had not used a computer before, were astonished at seeing the effects of cut and paste for the first time. Other younger pupils were delighted when they found out they could move paperclips under paper when

using a magnet in a science lesson. The values set by the high quality displays of pupils' art work contribute also to the positive ethos of the school

35. The school's assemblies focus on the moral aspects of life through story telling and allowing pupils to respond and reflect on what they have learnt. They are encouraged to think about the consequences of their actions on themselves and others; for example, on how important it is to say sorry. The pupils have a good understanding of what is right and wrong and the school has a firm set of rules which they usually adhere to well.
36. Many pupils arrive in school at an early stage of social development and the school works hard to improve their social skills to appropriate levels leading to a good standard of behaviour and respect for others in the classroom. It is less well developed at lunchtime on the playground, with some boisterous behaviour seen. The Learning Mentor scheme helps certain pupils and works in co-operation with parents and carers in order to help pupils manage their behaviour and feelings and so improve their learning and social skills.. The school participates in many community activities and encourages local professionals to assist in the teaching of sport and art, for example. Parents are involved in the Parents' Relationships in Developing Education (PRIDE) project which allows pupils and parents to work together and gives parents an insight into the kind of work their children do in school.
37. The cultural diversity of the school is great with many different races and nationalities represented. All are treated with equal respect and their diversity is valued and celebrated. Great emphasis is placed on cultural development, particularly by the work of the two support teachers for pupils with English as an additional language, who work also with various groups of parents to support their understanding of the curriculum. Through religious education pupils learn about the symbolism and beliefs of various religions, such as Sikhism. Pupils' gifts and talents are recognised through various clubs, notably the chess club and choir. Pupils are given many opportunities to join in cultural activities within the community such as during the Bangladeshi festival where artists and story tellers worked directly with the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school is a caring community which has sound procedures to ensure the health, safety and welfare of its pupils. Local authority guidelines on child protection have been adopted and the acting headteacher has been recently trained, and the deputy headteacher is to be trained shortly. Although there has been some training for other staff, the high staff turnover means that further training is always needed. Links with social services and other agencies are good.
39. The school's health and safety practices are now satisfactory, which is an improvement from the last inspection report. A range of good health and safety policies has also been developed since the last inspection. The school is also part of the Healthy Schools initiative. Arrangements for dealing with pupils' medical conditions are satisfactory, although it would be helpful to staff if lists were attached to registers. Accident procedures are thorough and there is a good number of staff with first aid qualifications. The level of supervision at play times is good, but at lunchtime, the supervisors do not always intervene early enough to control boisterous behaviour.
40. Pupils' achievements are celebrated in weekly assemblies. The merit system is used well to promote their good behaviour and hard work. Displays are used well to celebrate pupils' good work and achievements. The school works hard to eliminate bullying and parents and pupils are confident it will be dealt with effectively when it occasionally occurs.
41. Although there is no formal tracking system of most pupils' personal development, class teachers keep good records and annual reports to parents contain useful comments on pupils' behaviour and attitudes. The new Learning Mentor scheme gives good support to pupils who need to develop further their learning and social skills. The programme to support gifted and talented pupils enables these pupils to make good progress. The personal social and health education programme makes a good contribution to pupils' understanding of their development, as does the school council. Pupils with English as an additional language and those with special educational needs are particularly well supported and their progress is very well assessed and recorded.

Good procedures are in place to admit and support new pupils, especially the many who arrive during the school year. There are close links with appropriate support services.

42. Procedures for monitoring pupils' attendance and punctuality are good although attendance rates are still just below average. The deputy headteacher checks registers and late books for patterns of lateness and absence. Letters are sent to families if pupils are absent or late without good reason and parents are constantly reminded of the importance of attendance in newsletters. Certificates for good attendance are issued and a cup awarded to the class with the best attendance. The school has succeeded in reducing the unauthorised absence rate but there remain a few families who take their children on extended holidays in term time. The absence rates are also distorted by the numbers of pupils who leave the school during the school year but remain on the school roll. The school feels that it has not had continuous support from Educational Welfare service over the last two years in tackling poor attendance.
43. Good individual learning plans ensure that pupils who have special educational needs are taught well according to their identified needs and this also ensures that their progress is monitored accurately and new targets are clear. The special educational needs co-ordinator monitors the quality of provision well in the classroom to ensure that work is properly focused on on the pupils' individual targets. All reviews of statements and individual plans are properly implemented. There are clear and informative assessments of these pupils' personal and academic progress to support the next stage of learning. Pupils with special educational needs and those with English as an additional language are carefully and speedily assessed on their arrival at the school so that appropriate support can be given.
44. The assessment of pupils' academic work is satisfactory overall and the information gathered is used well to modify and target teaching and to set learning objectives to improve standards of work. National test results and the results of optional and other tests are analysed well by ethnicity, English language levels and gender, as well as by the year in which pupils joined the school. Teachers sample pupils' work effectively in English, mathematics and science, as well as in art to check their progress. Teachers' class records are clear and support learning well and these are also used well to support teaching of different groups of pupils at different levels of attainment in classes and sets. The assessment policy includes good information on analysing assessment data to support target setting. Marking is generally satisfactory but not always consistent. It is good in English and science, but more irregular in mathematics. The school's homework policy is not always consistently applied. Annual reports to parents are satisfactory but do not include opportunities for parents to comment on their children's progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents are very supportive of the school and appreciate all that it does for their children. There was a high response to the questionnaire and a good number of parents attended the pre-inspection meeting with four interpreters present. Nearly all felt that the teaching was good, that their children liked school, that behaviour was good and that the school helped their children to become mature and responsible. They were comfortable about approaching the school with concerns. A minority of parents felt that homework was inconsistent and the range of activities outside lessons was inadequate. The findings of the inspection support the parents' positive views. Extra-curricular activities were found to be very good and varied, taking place both at lunchtime and after school. Homework, however, is not always consistently set in line with the school's policy and this needs to be monitored.
46. The school has particularly effective links with parents which have been strengthened by the teacher responsible for parent liaison. The parents' room is well equipped and the PRIDE scheme is working well to enable parents to help with their children's learning. The information provided for parents is good. The school prospectus is full and well presented and now complies with requirements. The governors' Annual Report to parents is clearly written and easy to understand and has improved since the last inspection. Regular newsletters keep parents well informed of events. Advance information is given to parents each term about the curriculum. Translation and interpretation are offered for some sources of information and a number of staff speak some of the home languages of the families. Induction of new pupils and transfer arrangements to other schools are good and thorough.

47. The school offers parents a very good range of consultation meetings. As well as meetings each term to discuss pupils' progress, weekly meetings and coffee mornings are offered to enable parents to discuss concerns in an informal setting. Workshops have been run on homework and information technology. The school is establishing good links with the parents of pupils with special educational needs. Most attend reviews when invited and are becoming increasingly involved in their child's learning by offering support at home.
48. Few parents help in school on a regular basis, although there is good help with trips and special events. Good numbers attend the homework club for Year 3 parents and the PRIDE group. The parents' association has recently been re-formed and is to organise joint events with the Infants' school. The school works well with the varied community which it serves and there is a good partnership with parents to enhance pupils' good experience of school and their personal and academic progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The overall leadership and management of the school by the acting headteacher, staff and governors are good. The acting headteacher has been in post since the beginning of the term and has a very good vision for stabilising and developing the school during a period of uncertainty during consultation on amalgamation with the adjacent Infants school, following the previous headteacher's resignation. There has been very good liaison between the acting headteacher and the previous headteacher which has enabled the school to continue to run smoothly. The friendly and efficient administrator also makes a major contribution to the smooth running of the school. The acting headteacher has particularly good expertise and experience and has already developed an overview of the strengths and weaknesses of the school and ways in which it can be improved further. He has been extremely well supported by the very able deputy head and the senior management team of the school. Together they have forged a strong and effective partnership and are supported well in this by the staff and the governing body.
50. The governing body, who are led by an experienced chair of governors, is supportive of the school and has a good strategic overview of the educational developments and priorities needed to continually improve provision. The governing body is new, following its separation from the Infants' school governors, and there are still some vacancies and many new governors. There has been training for the new governors and they are meeting their statutory duties satisfactorily, which is an improvement from the previous inspection. The new governing body is still at an early stage in developing formal strategies for directly monitoring teaching and standards of work, however, although they are very well informed by the headteacher and staff in their meetings and visits to the school. Despite this, governors have a good strategic overview of the school and support it well. Governors have great trust in the acting headteacher and staff and all involved in the school continue to show a clear commitment to maintaining a caring ethos and a good pace of improvement, which keeps the school moving towards its targets and aims during a time of uncertainty.
51. The school's overall aims are reflected well in its work. The school is very highly committed to the inclusion of all pupils and to giving attention to the needs of individual pupils, which are extremely diverse and often challenging. There is good commitment also to the promotion of racial harmony and any incidents are dealt with quickly and effectively. Improved systems are now in place to manage curriculum provision and planning, assessment of pupils and evaluating the quality of teaching. The school now provides for the full National Curriculum and the daily act of collective worship and there is now a comprehensive policy for health and safety. These were key issues in the last inspection report and the school has made generally good progress in improving these areas. Target setting is well developed and, although challenging for the pupils, targets were exceeded in 2001. Pupils' progress is now well monitored and overall learning intentions to raise achievement are well implemented in lessons.
52. The school improvement plan is comprehensive, covers four years and is based on an evaluation of the previous plan and the contribution of the co-ordinators' action plans. It identifies appropriate targets for improvement and budgets costs are generally well identified, although this is sometimes inconsistent. Progress towards meeting the plan's targets is generally good and the objectives are well monitored by the senior management team in discussion with governors. Targets are reviewed and modified in the light of progress and co-ordinators monitor their aspects

of the plan well. The role of co-ordinators has been considerably enhanced in their monitoring of standards and teaching and the development of subject action planning since the last inspection but depends on the availability of non-teaching time, which varies currently. The development of their action plans into an enhanced and fuller school improvement plan has been good.

53. Governors have good budgetary control over expenditure, ensuring that funding needed for any further improvements will be available. The underspend which the school accrued in the last financial year because of temporarily increased pupils numbers, was effectively used to maintain staffing after these pupils had left and thus avoid an overspend. The school benefits from the weekly support of an efficient and experienced finance officer. Together all involved ensure that the school gets best value for money from spending. The principles of best value are also used well in using financial and other resources effectively to improve provision and standards. The school's systems for financial planning are good. They involve discussions at management level before decisions are made and refer to the annual plan. The implementation of the literacy and numeracy strategies has been good and the initiative for information and communication technology has been satisfactorily implemented although not all facilities are yet in place. These have had major budget implications for the school in recent years.
54. The school benefits from funding from the local Excellence in Cities project which has enhanced staffing to provide two learning mentors who work well to improve pupils' learning skills and their access to the curriculum and to support provision for gifted and talented pupils. The bureaucratic burden of supplying information for bidding for specific funds, however, is found to be considerable. The funding for pupils with special educational needs and the grant for ethnic minority achievement are well managed and used particularly well to enhance the provision for these pupils. This funding is well monitored to ensure that provision gives very good value and is used for the specific pupils targeted. The governors fulfil their statutory responsibilities through the responsible governor and in the annual report to parents. The policy complies with the Code of Practice and this is due to be reviewed. The provision represents very good value for money.
55. The monitoring of teaching and learning by the senior management team, subject co-ordinators and outside support teachers in English, mathematics and science is good and in other subjects is generally satisfactory. This provides an extensive range of assessment data and information, which is used well to set school, class and individual pupils' targets. There has been a strong emphasis on raising standards. Many of the co-ordinators of the foundation subjects are new to the post and are keen to develop their roles further, particularly in monitoring teaching and learning.
56. The accommodation, resources and staffing available to the school are satisfactory overall and are being gradually improved. Resources are generally well managed and used well to improve teaching and learning although some store rooms are in need of better organisation. Staffing levels are good and the school has done well to recruit staff in an inner London context. There is only one vacancy at present covered by a long-term supply teacher. Two temporary teachers in the school are overseas trained and are unqualified in this country, although they both have very good levels of professional expertise and confidence. They are well supported by the senior management team and add considerably to the expertise of the whole staff. Overall, teachers are well qualified to teach the age range. Teachers and support staff are well deployed to ensure that pupils' needs are met, and that all pupils have full access and inclusion to the curriculum. Staff support and induction are good and there is a very strong staff commitment to improve standards and provision.
57. The attractive buildings are in satisfactory condition and are used well despite the fact that some classrooms are small. The outside areas provide an adequate and attractive play area, including a 'quiet garden', but there are no grassed areas or field. The playground is sloping, which makes its use for teaching games difficult. The school benefits from a learner swimming pool which is well used also by other local schools. The accommodation is well used and the teachers and support staff work hard to ensure that attractive and informative displays and pupils' work are used to make a stimulating learning environment. The learning resources are generally satisfactory overall and are gradually being extended. They are well used by staff. The libraries and the newly installed computer suite, which is not yet fully in use, add to the breadth of the provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. The governors headteacher and staff need to:

- (1) raise standards in English, mathematics, science and information and communication technology by;
 - continuing to prioritise the improvement of written work in school development planning, particularly for boys,
 - improving the accuracy of pupils' writing and their handwriting,
 - continuing to develop the pupils' higher order reading skills,
 - improving pupils' mental mathematics, data handling and problem solving skills,
 - using marking more effectively to help pupils to learn from their mistakes in mathematics.
 - develop further pupils' independent investigative and experimental skills in science,
 - ensuring that the new computer suite is completed, and resources improved, so that they can be used to raise standards further in information and communication technology.
(See paragraph numbers 65, 73, 80, 105)
- (2) use curriculum teaching time more flexibly so that foundation subjects such as history and art are taught on a more regular basis. (See paragraph number 26)
 - Many of these issues have already been identified by the school.

In addition to the key issues above, the school needs to consider the following for inclusion in the action plan:

- continue the school's good efforts to improve pupils' attendance and punctuality. (See paragraph number 42)
- ensure that homework is set consistently. (See paragraph number 45)

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

59. The school benefits from the high level of expertise, commitment and enthusiasm of the two part-time specialist teachers for pupils with English as an additional language. The overall provision for these pupils is very good and is a clear strength of the school. Pupils are particularly well supported and taught by the specialist teachers and class teachers and other staff also offer good support. Pupils therefore learn well and achieve well and are making good or very good progress, particularly when they are supported in lessons or in small groups by specialist staff. There is good improvement from the previous inspection, particularly in the quality of support teaching, the systems in place for tracking and assessing pupils' progress and the pupils' achievement.
60. The importance of early and good quality support for pupils to acquire English quickly is a high priority which is recognised well by the school. Training for other staff in teaching these pupils is quite appropriately ongoing and supports the wide range of staff expertise, including some less experienced and unqualified teachers.
61. The quality of teaching seen in lessons taught by the specialist teachers is consistently very good with an excellent lesson also seen. Teaching by support staff and class teachers is also good and pupils' work is appropriately targeted, assessed and monitored to ensure that they are making sufficient progress. Teachers use the Hester stages of English acquisition to assess, record and monitor pupils' progress and they are also tracked well through the stages of the National Curriculum. Some pupils are making very rapid progress and meet the national expectations in English and other subjects by the time they leave the school.

62. The pupils respond particularly well to this provision and their learning is often very good, particularly when they receive good support. They are enthusiastic, hard working and able to utilise their existing skills with confidence to tackle new learning. They show good levels of confidence in using their developing language skills for communication and learning. Pupils learn best when they have specific support, particularly those who are at an early stage of acquiring English. For example, an excellent lesson was seen taught in partnership with a Year 6 teacher, in which the support teacher was able to use pupils' home languages of Greek and Turkish to teach a group of very early stage English language learners. Pupils use computers appropriately, particularly as they acquire more advanced skills in English. Attainment of many of these pupils is often below the national expectations in English, but they are often making swift progress and are achieving well in terms of their initial knowledge when they come to the school. By Year 6 the pupils who have been in school for three years or more are often attaining in line with the national average.
63. Curriculum policies and teachers' planning provide good support for learning. The school also provides good help for parents in acquiring English and a homework club and PRIDE group also offer very good support to parents, which is very well appreciated. Translation and interpretation are well used to communicate with pupils and their parents. Relationships with parents and the local community are good.
64. The number of support staff for these pupils is significantly less than in the past, being now the equivalent of one full time teacher. Although the two part-time teachers work extremely well their limited time means that they cannot support all pupils and there is room for increasing specialist staff time in view of the steadily increasing numbers of pupils who need support, particularly at the early stages of learning English.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	18	13	2	0	0
Percentage	2	32	36	26	4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents two percentage points. 1 lesson was ungraded for teaching.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	216
Number of full-time pupils known to be eligible for free school meals	0	113

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	62

English as an additional language

	No of pupils
Number of pupils with English as an additional language	165

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	34

Attendance 2000/2001

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	1.9
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	32	25	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	24
	Girls	18	14	18
	Total	39	34	42
Percentage of pupils at NC level 4 or above	School	68 (44)	60 (42)	74 (42)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	19
	Girls	14	14	13
	Total	32	34	32
Percentage of pupils at NC level 4 or above	School	56 (39)	60 (47)	56 (42)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	44
Black – other	6
Indian	6
Pakistani	11
Bangladeshi	25
Chinese	1
White	85
Any other minority ethnic group	28

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	2	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	1	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: Y3 –to Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24
Average class size	27.0

Education support staff: Y3 to– Y6

Total number of education support staff	12
Total aggregate hours worked per week	135

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	669604
Total expenditure	626527
Expenditure per pupil	2874
Balance brought forward from previous year	1698
Balance carried forward to next year	44775

Recruitment of teachers

Number of teachers who left the school during the last two years	3.2
Number of teachers appointed to the school during the last two years	6.0

Total number of vacant teaching posts (FTE)	2.0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	216
Number of questionnaires returned	95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	2	0	1
My child is making good progress in school.	40	44	8	1	6
Behaviour in the school is good.	43	43	9	1	3
My child gets the right amount of work to do at home.	34	38	16	6	6
The teaching is good.	53	39	3	1	4
I am kept well informed about how my child is getting on.	44	45	4	0	6
I would feel comfortable about approaching the school with questions or a problem.	49	42	4	0	4
The school expects my child to work hard and achieve his or her best.	65	25	6	0	4
The school works closely with parents.	46	43	2	0	9
The school is well led and managed.	42	47	3	0	8
The school is helping my child become mature and responsible.	41	43	7	0	9
The school provides an interesting range of activities outside lessons.	36	34	13	7	11

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

ENGLISH

65. Standards in English by the end of Year 6 are below the nationally expected levels for the age group although they are steadily improving. This represents good achievement for pupils, many of whom have come to the school with very low levels of attainment in English. In the Year 6 tests over the last three years the trend has been for pupils to attain well below average results in English compared with the national average. In 2001, however, test results showed good improvement and although they were still below the national average, they were above average when compared with schools with similar intakes. The school has targeted specific support to raise standards in English, particularly in improving the standards of writing for boys and has introduced setting of groups by pupils' previous attainment for teaching. These strategies are having a good impact and have enabled the school to exceed its 2001 targets for the subject by a good margin and to steadily raise standards of work.
66. English test results in 2001 showed good improvement from the 2000 results at both the expected Level 4 and the higher Level 5. The stability of year groups in the school varies considerably because of the high number of pupils joining and leaving the school each year. A major factor in the improved test results for 2001 was the relative stability of that group of Year 6 pupils; almost 60 per cent of whom had been in the school since Year 3. Although the previous inspection report found that standards in English were generally average, results in the national tests that year were well below national averages. Since then, the national test results have improved considerably, despite the increased number of pupils who speak English as an additional language and the much higher transfer of pupils in and out of the school. . The quality of teaching and learning has also improved with most lessons being very well taught.
67. About 77 per cent of pupils have English as their additional language and over 36 per cent of them are at the very earliest stage of acquiring the language. In addition, around 18 per cent of all pupils are from refugee or asylum seekers' families. The school recognises the importance of early and good quality support for pupils to acquire English quickly and this is given a high priority. Pupils with English as an additional language receive high quality support and are fully included in the curriculum.
68. Standards are improving in speaking, listening, reading and written work, but they remain below average by the end of Year 6. Pupils work particularly hard to catch up and their very good progress reflects the school's emphasis on teaching basic skills and the good impact of the literacy strategy. Standards in handwriting, however, are inconsistent from class to class with some pupils showing unsatisfactory presentation and poorly joined-up script.
69. By Year 6, most pupils listen carefully, read and speak confidently, and write with some degree of accuracy and good expression for a variety of purposes. This was seen, for example, when pupils were writing an introduction for a discussion on road building. Standards for some pupils, however, are still below expected levels, particularly in their speaking, higher levels of understanding in reading, their accuracy in writing and their handwriting. A considerable minority are at these lower levels, including some special needs pupils and those at an early stage of learning English. Pupils are developing confidence in speaking for a variety of audiences and in expressing their viewpoints and ideas; for example, when discussing world faiths and their personal beliefs in a religious education lesson in Year 6. They read a range of literature, are able to read for information and have enthusiasm for books. Their expressive written work is often imaginative and lively, but seldom accurate. Pupils are not good enough at recognising mistakes and correcting their own work, even though teachers encourage them to do so. Good examples of accurate, well presented writing are displayed in the school, including poetry, imaginative writing, reports and descriptions and good examples of word processed text. Computers are used appropriately to develop word processing in many subjects and the pupils achieve satisfactory standards in this.
70. Pupils' learning in English is at least good throughout the school, due to the high proportion of good and very good teaching in the subject and the good breadth of opportunities within the curriculum. Strengths of the teaching include good subject expertise and confidence, very lively

and interesting lessons, good lesson organisation and management of pupils' behaviour. In lessons pupils are given tasks which are well matched to their abilities, including higher attaining pupils who are challenged and extended in their learning. Teachers have high expectations of pupils and work hard to extend the opportunities for learning in English for those pupils who are second language learners. The use of questioning to promote discussion and extend pupils' learning is particularly good. The planning for English lessons is good and the use of setting according to prior attainment is well developed and is a major factor in pupils' good progress. Pupils with English as an additional language often make very good progress and some achieve the national average by the time they are in Year 6. Pupils who have special educational needs are also very well supported to make good progress towards the targets set for them. Support staff, including classroom assistants, make a significant contribution to the good learning and progress of pupils and ensure that all pupils have good access to, and inclusion, in the range of work offered. Pupils are able to consolidate and practise their existing skills and to extend them in their new work. Pupils' literacy skills are well developed in other subjects, such as science, religious education and geography.

71. The national literacy strategy is implemented well. and the good range of resources for the subject includes two attractive libraries. These are used appropriately and contain well organised fiction and non-fiction books, which are easily accessible to the pupils. Pupils are given good opportunities for taking reading and other books home. Parents are appropriately involved in supporting their children at home through the levels of homework set and the homework clubs. Computer provision is good in the classrooms but barely satisfactory in the computer suite. This resource is increasingly well used although the computer suite is not yet completed.
72. The teachers are also very well supported by the co-ordinator and there are good policies in place for planning and assessment. Pupils' achievement is assessed well and refinements are made in the teaching on the basis of the information gained. This includes modifying planning for pupils of different abilities, including the most able and pupils with special educational needs. Assessment information is also well used to set class objectives and individual and school targets. The monitoring of teaching and standards in the subject by the co-ordinator in order to improve standards and provision are particularly good.

MATHEMATICS

73. Standards in mathematics by the end of Year 6 are below nationally expected levels for the age group, although they are showing gradual improvement. This represents good progress for the many pupils who have come into school, both in Year 3 or later, with very low levels of attainment. Although the results in national tests in 2001 were well below average, they were average when compared with those of similar types of schools, and well above average for those reaching the higher than expected levels. These results are a significant improvement on those achieved in the previous year, and are part of a steadily improving trend. The school exceeded its own targets by a good margin. All pupils achieve well, including those with English as an additional language. There are no significant differences in the results for boys and girls, although girls' results are improving more rapidly than boys'. This is an issue which is being addressed by teachers.
74. The support given to pupils with English as an additional language and those with special educational needs is very good and enables them to make at least good progress, particularly in acquiring basic skills quickly. The vocabulary necessary for the mathematical topic to be taught is always available on the board or on display and is continually referred to. Classroom assistants and specialist teachers make sure these pupils are fully included in the lessons. Higher attaining pupils have the opportunity to attend a mathematics club which furthers their interest in the subject.
75. The youngest pupils in Year 3 are able to tell the time in hours and minutes. They can count confidently in twos, fives and tens and halve and double numbers mentally. They can add tens and units and some can do simple multiplication and division as well as measure in litres and half litres. They use tallying to collect data for bar charts. Pupils in Year 4 progress to telling the time in hours and use half past, quarter past and quarter to, higher attainers can tell the time on the clock to the nearest minute. However, some average and lower attaining pupils have a poor concept of time. By the time they reach Year 5, higher attaining pupils are able to recognise

obtuse and acute angles. They understand movements in a clockwise and anti-clockwise direction and understand what it means to turn through 90° to 180° , 270° and 360° . Some able pupils can measure angles using a protractor though others are unsure, and have to be reminded as to where to put their protractor. In Year 6, pupils generally have a good understanding of number and place value. They can calculate the angles of a triangle in a variety of ways, including the use of exterior angles. Pupils are able to use various methods for multiplication and division and multiply simple decimals and fractions although they are less sure of converting fractions to decimals. Some pupils are able to multiply and divide in decimals to two places and can convert units of measure in more complex forms.

76. The quality of teaching is good overall and some of it is very good which contributes to the considerable achievement of the pupils. Learning objectives are shared well with the pupils and time is set in lessons for checking up on how close they have been to meeting their objectives. The teachers' knowledge of mathematics is good and the work is matched to the needs of the pupils. Where pupils are set for mathematics according to their previous attainment, the match of work is particularly good. At the beginning of all lessons, the objectives are clearly stated on the board and the recommended structure of numeracy lessons is adhered to well. The pace of lessons is generally good. When pace is occasionally lacking, it is due to the initial part of the lesson being too long or to insufficient opportunity being given to pupils to practise mental skills. Teachers' good questioning skills extend pupils' understanding and enable teachers to assess their learning. Teachers have high expectations and challenge pupils well to reach them.
77. Since the last inspection the national numeracy strategy has introduced more rigour to the teaching of mental arithmetic. At present only the highest attainers at the end of Year 6 deal confidently and at expected levels with mental arithmetic, which means that numeracy levels are below average. Teachers make good efforts to teach pupils their tables but many pupils are still insecure in their knowledge. Pupils' mental skills are only satisfactory and they do not use a wide enough range of strategies for working things out. Number, shape and space are well taught, however, and this results in pupils' better attainment. Pupils' skills in data handling and the use of information and communication technology are only satisfactory. Appropriate software has been purchased and will be put into use following staff training. Some pupils find problem solving very difficult. This reflects their limited literacy skills and is an area which has been identified by the school for development. However, when teachers ask pupils to solve problems orally, they often succeed well.
78. Pupils show enthusiasm and very positive attitudes towards mathematics and most work hard to improve their own standards of work. They are able to use their existing skills to tackle new work with some confidence and work quietly and diligently in independent work although some of the youngest pupils still find this difficult. Pupils' presentation of their work is generally good and pupils take a pride in it. The assessment and marking of pupils' work on a daily basis are not always effective and do not give pupils individual 'next steps' to work towards. The school's policy on marking is not implemented rigorously enough. Each class is given homework in mathematics at least once a week which helps to consolidate learning.
79. The resources for mathematics are adequate and have been updated, although they are not always easily accessible. The enthusiastic co-ordinator provides good leadership of the subject and supports her colleagues well. A new policy takes account of recent developments in the subject. Pupils' progress is tracked well throughout the school and assessment information from statutory and other tests is used well to support learning and set long term targets for each pupil. Excellent support is provided for new and unqualified teachers. The subject is appropriately monitored but this is hindered by the lack of sufficient non-teaching time. The improvement in results and teaching since the last inspection are good.

SCIENCE

80. Standards seen in science are below expected levels for pupils by Year 6. Although when measured against the national average in 2001, attainment was well below expectations, results over time show an improved trend, particularly in the very good improvement from the 2000 to 2001 test results at Year 6. The steady improvement is a result of good teaching, strong leadership by

the co-ordinator, who has a clear overview of standards, and extra teaching support for Year 6 classes.

81. Despite the school's achievements in raising standards of performance, there are significant factors which work against the school achieving expected levels. A very high proportion of pupils are learning English as an additional language, many of whom are at the very early stages of language acquisition. Many have not yet acquired enough English to be able to explain or record their work to the required standards. This is exacerbated by the large number of pupils joining and leaving the school during each year. School data shows that those who remain in the school from Year 3 to Year 6 achieve far better results than those who are admitted at other times.
82. Pupils achieve well overall and make good progress often from very low starting points. By the end of Year 6, pupils understand some of the different properties of solids, liquids and gases, and investigate causes of condensation and evaporation. They learn that some substances dissolve in water and that other materials can be separated by filtration. Pupils test electrical circuits in order to discover the factors which affect the brightness of bulbs, and learn about forces and resistance.
83. Pupils in Year 3 learn about the importance of a healthy lifestyle, as well as investigating basic facts about forces and magnetism. In Year 4, pupils build on their earlier knowledge when they study human and animal growth, naming the major bones and organs in the human body. The theme of Staying Healthy is followed up later in Year 6, when pupils learn about the dangers of misusing drugs, linking science effectively to personal and social education. Throughout the school pupils' independent investigation and recording skills are below the expected levels. Pupils have not yet developed a good understanding of technical language or the skills to express ideas in scientific terms. There are currently too few opportunities for older pupils to formulate hypotheses, plan and carry out investigations independently and use their own methods to record findings.
84. The quality of teaching and learning overall is good. Teachers have good subject knowledge and are confident in their planning and approach to teaching science. As a result, they are clear about what pupils should know at the end of the lesson. These objectives are shared with the pupils so that they too know what is expected of them. Learning is more effective in some lessons because teachers promote the use of mathematical and literacy skills well. For example, in a Year 6 lesson, pupils put mathematical skills to good use when taking temperature readings and plotting graphs. They input the data onto a spreadsheet and produced line graphs, which they then printed. Pupils used the technical language linked to their results, such as 'constants and variables' and 'comparative data' in the right context, because teachers expected it of them. Teachers question pupils skilfully both to challenge their ideas and clarify their understanding. In one lesson, because of good questioning, pupils gained a clear understanding of how food chains work and were able to give examples of their own.
85. All teachers give very good support to pupils who have additional learning needs. Those for whom English is an additional language, for example, have visual aids labelled in their own language, as well as English. Where teachers are bilingual, they often address pupils in their own language to ensure they understand. Teachers plan activities for pupils who have special educational needs which challenge them at the most suitable level, helping them to understand more clearly what has been taught. Pupils' good learning is underpinned by the very good quality of the relationships which teachers establish in their classes. Teachers value all pupils' contributions to lessons, so pupils become increasingly confident in spoken English, in order to achieve what is expected of them. Teachers' marking is helpful to pupils because comments are challenging and frequently give direction on how pupils can improve on their work.
86. The co-ordinator provides good leadership for colleagues and manages the subject well. Since the last inspection, attainment and test results have risen steadily and the science curriculum has been improved to reflect both national guidance and National Curriculum requirements. Consequently, science is used as a basis for learning in other areas such as personal, social and health education. The co-ordinator has a very clear overview of the standards and quality of work in the school. Assessment tests are analysed in order to track progress and identify weaknesses in pupils' knowledge and understanding, which can be rectified in the revision and booster classes. The school also recognises that too few pupils attain higher levels in national tests at Year 6, so there is more emphasis placed on developing scientific language through

practical work than previously. Resources for practical work are currently limited but are adequate, books containing clear graphics to support texts have been bought to provide better help for pupils for whom English is an additional language.

ART AND DESIGN

87. By Year 6 standards in art and design are in line with those attained nationally by pupils of this age, with some pupils reaching higher standards. Many pupils entering the school have a low level of skills in drawing and painting and so the pupils' progress and achievement by Year 6 is often good. Judgements are made on the basis of two lessons seen, teachers' planning and the large amount of good quality pupils' work on display.
88. Art is used effectively across a range subjects. Displays around the school are generally of a very good standard, linking well to other areas of the curriculum and showing the good progress pupils are making. Work from the art club for talented pupils is on display in the hall and makes a good contribution to the ethos of the school. These pupils have experienced a wide range of techniques and produced work of high quality. There are good examples of Picasso style faces in water colours and a wool collage to show various textures. The large charcoal sketches which form a backdrop to the stage show a good sense of light and shade and exploration of movement. A painting computer program is used in a range of work from mobiles in the hall gallery to illustrations of class work. Paper collage was used to good effect when illustrating work done on environmental issues. The school's visit to Raglan Castle provided a source of inspiration for particularly fine water-colours, as did the visit to the outdoor centre in Wales for charcoal sketches. There is evidence of simple prints in pupils' sketch books. The school's project to mark refugee week led to pupils illustrating the ways they had come to England using fabric paints to produce a large wall hanging.
89. The quality of teaching seen was good. Pupils with special needs and those with English as an additional language are well supported by the teachers who check that techniques are understood. Teachers plan well for their lessons to catch the pupils' attention and interest. For example, Year 3 pupils had had their photographs taken in Victorian costume and these were copied using a scanner so that each child had an enlarged copy to use as a basis for a lesson on how to sketch a figure. Pupils were first shown how to use charcoal and then practised several patterns and textures which might be useful. They put this learning into practice after getting an outline of their portrait. The good pace kept them fully focused and the work matched their ability well. They evaluated their own work and that of others well in lessons through good use of questioning. By Year 6, pupils are able to tackle perspective through direct teaching of skills and the use of associated vocabulary such as vanishing point. Different work was set for pupils of varying ability with some working totally imaginatively and others using the style of a certain artist. The weakest aspect of provision is the use of sketch books which are not always kept as a record of trying out new techniques.
90. The co-ordinator is enthusiastic and well qualified. She has written a new policy and scheme of work adapted from national materials. This takes into account the needs of those with learning and language needs. Staff have looked at the scheme and cross referenced it to other subject areas. Recording of progress is through a tracking system, which most teachers are beginning to use. Pupils also have a self-assessment sheet which they use after discussing a piece of work with the teacher. The co-ordinator is making a collection of pupils' work to show the range of work and the progress made.
91. Resources are adequate for the subject but facilities within classrooms are outdated. Each class has a basic box of art materials and a good range available in the art store room, which would benefit from clearer labelling and storage. The co-ordinator is also slowly building up a collection of art work from famous and local artists. There is a need to address the balance of time given to the teaching of art and design, which is taught every other half-term.

DESIGN AND TECHNOLOGY

92. Standards in design and technology meet the national levels by the time pupils are in Year 6. This represents a considerable improvement from the standards found in the last inspection, which were unsatisfactory. The requirements of the National Curriculum are now being met.
93. Design and technology is planned for every other half term alternating with art. In Year 6 design technology is taught for only two terms. Because of this, few lessons were seen. There is work

on display from pupils in Year 3 which shows the various stages in the designing and making process expected for that age group. The standard of attainment in the work on display is satisfactory. In the lessons seen, teaching is good overall with high expectations of pupils. A feature is the enthusiasm, confidence and expertise of the teachers in the subject. Planning is thorough and covers the half term programmes well. Work is well matched to pupils of different attainment and for those pupils who need support for learning. The importance of the design process is clearly explained, as are health and safety issues regarding the use of tools. Links are made with subjects such as art, in designing safety charts for use by others, and mathematics, in the measurement of wood. Pupils are encouraged to evaluate their designs to improve them through good discussions with each other and their class.

94. One Year 5 class was concentrating on the design aspect. The higher attaining pupils were able to show how they could make their toy move through using a simple gear mechanism but many were struggling to represent their ideas visually and a few pupils were unable to record their findings without help. A second class was at the making phase of the same project. They were making a frame for Jinks boxes and had carefully constructed simple rectangular frames. They had also made axle mechanisms from constructional apparatus. These pupils were able to record their work both in written form and drawings with good emphasis on the safe use of tools and good observational drawing. These pupils from the same age group were confident in the making stage of the process and, overall, were achieving the expected levels for their age.
95. Pupils are very enthusiastic learners, respond well to their teachers, work hard and carefully and are keen to describe and write about their work. They work co-operatively, helping others who have difficulty and their levels of concentration and focus are good.
96. The co-ordinator has written a new policy which has been approved by the governors and a detailed revised scheme of work is being written. Work is also about to begin on a specific health and safety policy for the subject. Pupils' assessment sheets, which are simple to complete, are being used well to monitor pupils' progress. A portfolio of photographed work is being developed but none of the work has yet been levelled against the targets set in the National Curriculum. The co-ordinator has not monitored any teaching recently although this has taken place in the past, because the non-teaching time is being used appropriately for the development of the new scheme of work and health and safety policy.
97. Resources for design and technology are satisfactory overall. The time spent on the subject is allocated on a half-termly basis which means that there is some loss of progression in the skills which pupils are learning in between topics. The resource room contains a good range of equipment but this needs better organisation to allow teachers to access the resources more easily. There was no evidence of information technology being used in the subject during the inspection although there are plans for this.

GEOGRAPHY

98. By Year 6 pupils achieve the expected standards for their ages in geography. Pupils gain a satisfactory knowledge of their own and contrasting localities, using appropriate geographical enquiry skills. Their achievement overall is good from their previous levels of attainment.
99. By the time pupils leave Year 6 they understand some of the ways in which changes affect people and their environments. They investigate the effects of pollution on the quality of life in the locality and know how environments can be improved. Knowledge of river systems is enhanced for some pupils because of their residential field trip to Pendarren where they observe at first hand some of the features of a river. Pupils gain a satisfactory understanding of the geographical significance of rain forests and how they support a rich variety of wild life.
100. Teaching and learning were good in the lessons seen. Year 6 pupils used their knowledge of life in an Indian village very well to debate geographical issues from different points of view, for example in a guided writing activity in literacy. Pupils took on the roles of farmers, government officials or village elders and put forward some very convincing arguments as to why or why not a new road scheme should be built. The pupils were very well prepared for the task which resulted in good quality debate requiring very little intervention. Pupils in Year 4 followed up their walk

around the local area effectively by discussing some of the unpleasant environmental aspects they observed, as well as suggesting solutions for their improvement. The teacher's good questioning helped pupils recall what they had seen and the recording tasks were well matched to the range of abilities in the class, resulting in good progress being made by all pupils. Teachers are very good at including all pupils in lessons and use questioning well. They are constantly aware of those whose English language acquisition is at an early stage and take every opportunity to encourage them to answer so that they become confident speakers.

101. Subject guidance to support the National Curriculum requirements is used well as the basis for planning work. The programme of learning is planned thoughtfully to ensure that pupils build up their geographical skills systematically. Resources have recently been enhanced so that pupils' learning is supported well. Overall the subject is managed satisfactorily but a more formal system for monitoring standards and assessing pupils' work are areas yet to be developed.

HISTORY

102. During the period of the inspection only one year group was being taught history so no overall judgement on standards or teaching can be made. Teachers' planning of work indicates that by the time they leave Year 6 pupils will have learnt about Roman, Tudor and Victorian history topics as well as work about the Ancient Greek civilization. Analysis of pupils' earlier work shows that pupils in Year 3 gain a satisfactory understanding of the lifestyles of Victorian children and learn about people such as Dr Barnardo, Elizabeth Fry and Florence Nightingale, whose lives influenced others. Year 4 pupils have learnt about the effects on Britain of the Roman invasion and settlement and about some of the beliefs and pastimes of the daily lives of the settlers.
103. Although some pupils who have attended the school since Year 3 can recall basic historical facts well, their understanding of historical enquiry is not sufficiently emphasised, because the yearly planning and use of time for history is not satisfactorily balanced. For example, there is a gap of four terms between teaching of the topics planned for Years 4 and 5. This means that pupils are not able to develop essential skills and knowledge in a systematic way. This limits their learning and needs to be reviewed.
104. Pupils visit local places of historical interest to help their knowledge and understanding of history. There are sufficient books in the library but historical artefacts are limited and need to be extended.

INFORMATION AND COMMUNICATION TECHNOLOGY

105. Standards seen during the inspection are below the level expected nationally by the end of Year 6 for information and communication technology, although they are in line with expected levels in pupils' word processing skills.
106. Pupils often have poor computer skills when they first come into the school. They achieve well over time in areas such as word processing and research skills, because of the good teaching and support which they receive. However the school's resources have not kept pace with the demands of the information and communication technology curriculum due to delays in setting up the computer suite and network. As a result, pupils have not had the opportunity to practise the expected range of skills. Pupils in Year 6 demonstrate satisfactory word processing skills. They enter and edit text and combine text and graphics in order to enhance the presentation of their work. They input data on spreadsheets and use simple formulae to model different outcomes, such as changing the prices of a menu or calculating the areas of shapes. They are beginning to use multi-media sources such as CD ROMs to find out information. Pupils' experiences of control technology are more limited however, and they are not yet able to access the internet or use e-mail because they do not have the facilities to do so.
107. The quality of teaching in the lessons seen is good overall. Teachers have secure subject knowledge and plan their lessons well so that pupils learn new skills systematically. They question pupils skillfully to check their understanding and build up their confidence by asking them to demonstrate processes for others in the class. In a Year 6 lesson, pupils built up a

diagram on the white board, showing their understanding of how multi-media pages on a CD ROM are linked. Teachers improve pupils' understanding of information and communication technology by expecting them to use the correct terminology. There was a good example of this in a Year 3 lesson where pupils knew that 'name' 'gender' 'height' etc. constituted different 'fields' of their database. There was some exciting learning for a group of Year 4 pupils for whom English is an additional language. Their teacher taught them how to 'cut and paste' text, so they derived a great deal of pleasure from rearranging the verses of a poem. Teachers' use of information and communication technology to support learning across the whole curriculum is less consistent. Examples of good practice were seen in a Year 3 English lesson where a group of pupils used lap-tops to word process their work. In a Year 6 science lesson pupils recorded temperature readings on a data base and used the information to print out graphs of the cooling rates of liquids. Overall, however, not all teachers make the most of opportunities for pupils to practise their skills independently in lessons.

108. The newly appointed acting headteacher is currently overseeing information and communication technology pending the appointment of a subject co-ordinator, which is currently a vacant post. The school has experienced difficulty in recruiting an appropriate person and this has led to delays in implementing the use of the new computer suite. There is a good designated computer room, but the resources held there are barely adequate for the numbers of pupils, although computers in classrooms and lap tops are adequate. This is recognised by the school and the upgrading of the suite and appointing an appropriately experienced co-ordinator are very high on the list of the school's priorities.

MUSIC

109. By the end of Year 6 pupils are attaining standards in line with expected levels in music. Many pupils make good progress from previously low levels of attainment and achieve well, particularly in performing and composing. All pupils, including those with special educational needs, are able to participate fully in the lessons taught and achieve well according to their capabilities. Pupils in Year 6 were able to listen to Blues music, could respond to and describe the affect the music had on listeners and were able to compose simple Blues rhythms using tuned percussion instruments. Younger pupils in Year 3 were good at identifying the varied musical instruments in a taped piece of music and were able to learn a new song, 'The Song of the Frogs', quickly and compose simple musical arrangements for this. Pupils are able to sing together as a school with enjoyment, suitable levels of pitch, rhythm and good expression. The school offers the full range of musical activities expected by the National Curriculum and has suitable and adequate resources for learning.
110. Music is taught by a specialist music teacher who has also recently become the co-ordinator for the subject. The progress of pupils is overseen during lessons and assessed at the end of units of work to improve pupils' performance and standards of work. Each class has the opportunity for learning in the specialist music room with the well qualified specialist teacher. The teaching in music is generally good, with some very good teaching also seen in some lessons. The characteristics of the very good lessons are lively songs and activities which capture the pupils' interest, high expectations of what the pupils can achieve and good attention to constantly challenging pupils to improve and refine their performances. In these lessons pupils are able to learn quickly, are well motivated and enthusiastic and progress well.
111. Pupils' attitudes to the subject and their behaviour are generally good and sometimes very good. They are interested in their lessons, work hard when challenged to do so and are gaining confidence in performance. There are good opportunities for them to take part in the school choir held at lunchtime, receive specialist piano and guitar teaching from visiting specialist teachers and also take part in musical productions for parents and the local community. Listening to music and singing is also a part of the pupils' daily act of worship and adds to their spiritual and cultural development and enjoyment of school.
112. The previous inspection report found that standards in music were satisfactory and that pupils made satisfactory progress in the subject. Since then, provision for the subject and teaching have improved, pupils are achieving better and the resources for the subject are also better.

PHYSICAL EDUCATION

113. Standards are generally in line with the expected levels for Year 6 in the areas observed, and similar to those seen in the last inspection. Overall, pupils' achievement is satisfactory. A wide range of provision is planned for physical education with games throughout the year for all pupils and swimming for the Years 5 and 6 pupils. Dance, gymnastics and athletics are also planned for all pupils; one in each of the three terms. No gymnastics lessons were seen during the inspection, only games and swimming were observed.
114. Most of the pupils in a Year 6 class are able to swim the expected 25 metres, which represents good progress and achievement for the many pupils who arrive at the school unable to swim. Pupils by Year 6 have good throwing and catching skills and the skills necessary for playing football and netball. However, their team and tactical skills within a game are not so well developed. Pupils generally understand the need for exercise in order to stay healthy.
115. The teaching of physical education is satisfactory overall, although there was some unsatisfactory teaching and there are some areas which need further improvement. Teachers' planning for lessons varies and is often adapted to accommodate pupils' behaviour which sometimes results in a loss of pace. The main area for development is in the management of pupils' behaviour during lessons. This leads to loss of attention and focus if pupils are not effectively engaged all of the time. The pupils enjoy their lessons but are often over-enthusiastic, particularly the younger pupils. Some lessons do not have a sufficiently clear structure which includes an effective warm-up session and winding down and very clear rules about noise levels and behaviour. In the more successful lessons, the teachers get more involved with the pupils and move the activity along at a better pace. The planning for swimming is done with the instructor, but the use of the teacher in these lessons is not fully effective, particularly when the pupils are being tested. Assessment takes place during and after lessons and is generally satisfactory. Teachers keep records of pupils' progress and information from these are included in reports to parents.
116. The resources are satisfactory overall and the equipment in the school gymnasium is checked regularly by the local authority. The school has its own learner pool but lacks any suitable area for games as the playground slopes considerably, preventing it being used effectively for ball games, and there is no field available. Visiting sports coaches provide good tuition. For example, a former county cricketer comes into the school for six weeks every Spring term and coaches the senior pupils in their games lessons. After-school activities are good and include a karate club lead by a teaching assistant who is experienced at national level. There is also a dance club in the autumn and summer terms.
117. There is a need to update and fully implement the school's policy on wearing jewellery and the clothing to be worn in lessons, and staff guidelines and the health and safety policy need to include rules for the safe use of the swimming pool. The co-ordinator has been responsible for the subject for just over six months and has trained new staff in the safe use of apparatus but has not yet put in place a formal system for monitoring teaching and standards in the subject.

RELIGIOUS EDUCATION

118. By the end of Year 6, pupils' knowledge about world religions and their understanding of the relevance and impact of religious belief is in line with the expectations of the locally agreed syllabus for religious education. Pupils, including those with special educational needs, achieve well and make satisfactory or better progress from their previous levels of understanding. A particular strength of the pupils' learning is the sensitivity and confidence with which pupils of varied faiths are able to discuss their own beliefs and practices and the way in which these affect the daily lives of themselves, their families and their communities. For example, in a Year 6 lesson pupils were able to discuss maturely how they saw the role of God as a caring father within their own beliefs and how people in their lives manifested this caring role by the way in which they helped and cared for them. They were able to use their oracy skills well in questioning and discussion and were skilfully encouraged in this by the sensitivity of the class teacher. Year 4 pupils were able to identify and discuss the relevance and importance of various symbols, such as the khanga and kesh in Sikhism, and compare these with symbols used by Christians.

119. Teaching of religious education is good and enables the pupils to learn well, acquire new knowledge and skills and link the relevance of religious beliefs and customs to their own lives and behaviour. Because the teaching is good, the pupils are interested in their lessons and are able to discuss topics well. A strength of the good teaching is the sensitivity and respect of teachers and their good understanding of the subject. Good use of questioning enables pupils to respond and discuss issues and explain their own viewpoints, using their speaking and listening skills well. Pupils' attitudes and behaviour in lessons are generally good and they work hard, show good interest and listen to the viewpoints of others with good respect and consideration.
120. The resources for the subject are adequate, but there is only a limited number of artefacts from world religions to extend pupils' learning. The co-ordinator is aware of this and plans to extend them. Pupils make some visits to local places of worship and taped and published materials are also used well to promote learning. The school uses national schemes of work and the locally agreed syllabus for the subject, which is currently being revised. There is a good scheme of work to show how the subject themes are to be taught and the co-ordinator has a good overview of standards and teaching in the subject.
121. The previous inspection found that standards in religious education were generally satisfactory by the time pupils were in Year 6 and that pupils made satisfactory progress. Since then, there has been some improvement in teaching and resources but they still need further improvement. The subject makes an important contribution to the life of the school and the pupils' personal, spiritual and moral education.