

# INSPECTION REPORT

## **RAYNHAM PRIMARY SCHOOL**

London N18

LEA area: Enfield

Unique reference number: 102023

Headteacher: Mrs Marva Rollins

Reporting inspector: Carol Worthington  
20609

Dates of inspection: 3<sup>rd</sup> - 6<sup>th</sup> December 2001

Inspection number: 198148

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Raynham Avenue London
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Angela Aldred
Date of previous inspection:	October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20609	C Worthington	Registered inspector	Science	How high are standards? Teaching
9405	J Philby	Lay inspector		Attitudes and values How does the school care for its pupils? Partnership with parents
21397	I Bradbury	Team inspector	Special educational needs Geography	
19774	M Docherty	Team inspector	English as an additional language Equal opportunities Design and technology	How good are curricular opportunities offered to pupils?
3349	J Ikin	Team inspector	Foundation Stage Art and design	How well is the school led and managed?
22839	A Jenner	Team inspector	Mathematics Physical education Religious education	
24254	T Shine	Team inspector	Music History	
7813	K Wood	Team inspector	English Information and communication technology (ICT)	

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

### **INFORMATION ABOUT THE SCHOOL**

Raynham is a much larger than average primary school with three forms of entry and 714 pupils on roll, including 60 children in the nursery. The local area is one of a rich diversity of linguistic and cultural background; 70 per cent of children are from ethnic minorities and 45 per cent do not speak English at home, which is very high. Unemployment in the area is high. The transience of the population is considerable and the ethnic mix of pupils depends on this. Currently, the main language other than English is Turkish and there are also many Somali speakers. Many pupils live in 17-storey tower blocks near the school, with no garden or nearby parks in which to play. The percentage of pupils eligible for free school meals is well above the national average at 44.3 per cent. That of pupils with special educational needs is broadly in line with the national average (24.2); a lower than average percentage has a statement (0.7). Attainment on entry is well below average, related to English language development.

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

This is a very good school. Standards in English, mathematics and, particularly, science have risen dramatically over the past two years, due to the excellent leadership and management of the headteacher, whose purposeful vision for the development of the school and very high expectations of all pupils are shared by all staff. Teaching is good, with a significant proportion of very good and some excellent lessons. Pupils are happy and responsive, and learn well. The school provides very good value for money.

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

- Excellent leadership and management by the headteacher.
- Good quality teaching.
- Pupils achieve well and make good progress in English, mathematics, science, information and communication technology, design and technology, geography, history and religious education.
- Pupils with special educational needs progress well.
- Pupils who do not speak English at home progress well.
- Children make good progress in reception.
- Very good pastoral care and assessment of pupils' progress.
- Very good provision for spiritual, moral, social and cultural education.
- Pupils' attitudes and behaviour, especially in class.

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

- Provision for physical education and music.
- Attendance and punctuality.
- Planning for newcomers to the school who have limited English.

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

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

The school was last inspected in October 1997, since when improvement has been very good. All the key issues from the last inspection have been fully addressed. The time allocated to the teaching of reading is well used and more time has been given to writing. Monitoring and evaluation of literacy provision are extensive and standards are rising rapidly in English, mathematics and science. Provision for design and technology has also improved, with a corresponding rise in the standard of work; other foundation subjects are now planned clearly so that progression can be seen. There has been very good monitoring and evaluation of teaching and learning, which has brought great improvements in both. Assessment in English, mathematics and science is very good and used very well to guide future planning; it is beginning to be extended to all other subjects. The governors now comply with statutory

requirements and play a greater role in monitoring and evaluation. Other improvements are in leadership and management, provision for spiritual, moral, social and cultural education, and teaching. Through the shared commitment of all its staff, the school is in an excellent position to improve further.

## 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*	E	<b>C</b>
mathematics	E	E*	E	<b>C</b>
science	E*	E	D	<b>B</b>

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

The standards achieved by pupils in Year 6 in National Curriculum tests in 2001 were well below the national average for English and mathematics, but when compared with similar schools, they were average. They did better in science, achieving results below the national average, but above the average of similar schools. A particularly strong feature of the science test performance was the high percentage achieving the higher level 5, which was above the national average, and well above the average of similar schools. Standards achieved by infants in the tests taken at the end of Year 2 in reading, writing and mathematics were well below average. In reading, the standards were in the lowest five per cent, nationally, and well below the average of similar schools. In writing and mathematics, standards were well below average compared with similar schools. Despite these relatively low results, the school's performance has dramatically risen over the last two years; it was the most improved school in the local education authority in 2000 and the second most in 2001 (by one point less than the most), and current standards in literacy and science are as expected for children this age. In mathematics standards are as expected for infants but just below average for juniors. Standards in information and communication technology (ICT) and design and technology are above average. All other subjects are in line with national expectation, except physical education, which is below. The standards achieved by children under five are raised considerably from the time they enter the school, although because of the transient population, few are able to reach the early learning goals by the end of reception because the majority has not fully completed the Foundation Stage on entry to the main school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to come to school. They want to achieve well and pay good attention to their teachers. They are friendly, courteous and happy.
Behaviour, in and out of classrooms	Good. Pupils are well behaved in lessons, when moving around the school and when arriving at and leaving school. Most play constructively at break times, but can be somewhat over-boisterous in the playground at lunch time.
Personal development and relationships	Very good. Pupils are developing self-esteem and are ambitious for their future. They have a clear sense of responsibility and carry out tasks diligently and cheerfully. The school council representatives execute their duties well.
Attendance	Poor. Attendance rates throughout the school are well below the national

	average, despite the school doing all it can to improve it. Unauthorised absence is well above the national average. Many parents do not carry out their statutory duty to bring their children to school regularly and on time.
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## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall, with examples of excellence and a significant proportion of very good lessons seen. Teachers have very high expectations of pupils' achievement and behaviour management, and teaching assistants make a strong contribution. The skills of literacy and numeracy are taught well with a consequent continual rise in standards. Teaching of literacy for pupils whose first language is not English and those with special educational needs is particularly effective. Teachers meet the needs of all their pupils well except in planning consistently for those beginning to learn in English in the nursery and higher up the school, which is not so comprehensive as they may be put to work on tasks which are not challenging enough.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Provision for English, mathematics and science is very good. It is unsatisfactory for physical education and too little time is allocated to music.
Provision for pupils with special educational needs	Good overall. Provision for the Nurture, Opportunity and Access groups is very good and based on a secure understanding of pupils' needs, which enables them to achieve well and have complete access to the curriculum.
Provision for pupils with English as an additional language	Good. There are particularly good methods of improving literacy in all areas of the curriculum, enabling pupils to do well. There could be more specific planning for those beginning English in the nursery and older pupils coming in at different times.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school offers many opportunities for reflection, self-evaluation and personal development. Pupils are thus helped to become confident learners with enduring values and respect for their own culture and beliefs as well as those of other people.
How well the school cares for its pupils	There is very good provision for personal support and guidance in a warm and friendly atmosphere. The school assesses pupils' academic achievements very well from their time in the nursery onwards. Pupils have a clear idea of their progress towards their individual targets. The school works hard to encourage and promote an effective partnership with parents, who generally hold the school in high regard.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent. The school benefits from an outstanding headteacher who has high expectations for all pupils and a strong personal commitment to provide the best education for them. Her unequivocal drive towards improvement has made a significant contribution to the school's considerable success in raising standards in a short period of time. A secure senior management team structure has been established; the two deputies are both highly skilled teachers as well as managers, and department heads are also able to demonstrate high standards of teaching, commanding the respect of other members of staff.
How well the governors fulfil their responsibilities	Good. The governing body gives good support to the school and is ably led by a highly committed chairperson who visits the school regularly. The governors hold the school to account for the standards it achieves; they take a positive and constructive approach to school development and ensure statutory requirements are met.
The school's evaluation of its performance	Very good. Monitoring and evaluation procedures are thorough, carried out by the headteacher and senior staff. This has had a major impact on improving the quality of teaching and raising standards. It is carefully balanced by outside agencies so that a clear objective view is achieved.
The strategic use of resources	Very good. The budget is carefully targeted towards school improvements. Governors debate expenditure rigorously and apply the principles of best value well. Overall, the school makes very effective use of its resources.

There are sufficient teachers and ample teaching assistants; collectively they have the experience and expertise to cover the subjects of the curriculum and the age and ability range of the pupils. There are now enough good quality resources in all areas of the curriculum, fully audited. Improvements have been made in their organisation since the last inspection and they are now more readily accessible to both pupils and staff. The school's accommodation is of good size and is more than adequate for the demands of the curriculum, except for those of physical education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Standards their children achieve</li> <li>• Attitudes and values the school promotes</li> <li>• The school is approachable</li> <li>• The recent improvements</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework set</li> <li>• Provision for extra-curricular activities</li> </ul>

Inspectors agree with the positive points expressed by the parents. They also agree that provision for extracurricular activities could be improved, because there is not much for pupils to do at lunch time. Inspectors do not agree with parents on the issue of homework. An appropriate amount is set for each year group, consistent with the school's policy.

## **PART B: COMMENTARY**

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

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

1. Because of the high proportion of pupils who come into the school with little English, and the transient nature of the local refugee population, the baseline assessment on entry to the school is very low, especially in language development. Children enter the school with an average range of ability, as shown by the average percentage of pupils with special educational needs and they show average knowledge of their own languages. Their early reading and writing ability in English, however, is very limited and well below average. Those who enter school in the nursery and continue into the main school make good progress, but others coming in further up the school encounter the same language barrier, and the school does not always do as well as it might in planning for their specific needs. They are not always given sufficiently challenging work to raise their attainment.
2. Standards achieved by infants in the tests taken at the end of Year 2 in reading, writing and mathematics were well below average. In reading, the standards were in the lowest five per cent, nationally, and well below the average of similar schools. In writing and mathematics, standards were well below average compared with similar schools. Standards in science as shown by teacher assessment were well below the national average. The reading results achieved were in the lowest five per cent nationally, and much lower than writing, contrary to the national trend. The school has identified reasons for this to do with the accuracy of teacher assessment and has sought guidance from the local education authority to put this right.
3. The standards achieved by pupils aged 11 in National Curriculum tests in 2001 were well below the national average for English and mathematics, but when compared with similar schools, they were about average. They did better in science, achieving results below the national average, but above the average of similar schools. A particularly strong feature of the science test performance was the high percentage achieving level 5, which was above the national average, and well above the average of similar schools. There was no significant difference between the performance of boys and girls. Standards have been rising in the juniors for the last two years at a rate which exceeds the rising national trend.
4. The dramatic rise in the school's performance has been recognised by the local authority who deemed Raynham to be the most improved school in their jurisdiction in 2000, and the second most in 2001 (by one point less than the most). This is a direct result of the comprehensive measures put in to raise standards by the headteacher on her arrival two years ago, assiduously followed and extended by her two deputies ever since. These include a phonics programme for reading, a structured mathematics scheme in addition to the National Numeracy Strategy and – most important – the breaking down of concepts into small steps, by providing strong visual stimuli in order to help all pupils, particularly those who do not speak English at home, to be able to understand and to read and write the English language.
5. Standards seen during the inspection were much better than those depicted in the National Curriculum tests, showing how successful the school now is in raising them. At the end of both key stages, the standard of English was judged to be in line with the national average, which is a tremendous achievement. Speaking and listening are good. Pupils in Year 6 spoke clearly and confidently when evaluating their decorative flowers in design and technology, for example. Pupils in Year 2 were likewise eloquent when excitedly discussing their electric circuits. In reading, pupils do very well to reach average standards. They read for enjoyment, equally comfortable with fiction of their favourite authors and non-fiction of textbooks; their reading ability is sufficient to cope with most texts and they use phonics well to build up words in unfamiliar books. Writing is in line with the national average. Eleven year-olds write expressive poems and autobiographical accounts based on the work of Pastor Niemuller. The most able seven year-olds re-wrote part of the story of 'Granny's Quilt', showing sound knowledge of ordering words, such as 'first', 'then', and 'finally'.

6. In mathematics, pupils' attainment is now just below average in both key stages. Pupils in Year 6 compute using the four rules of number, mentally use addition and subtraction, and use mathematical language to explain their methods. Pupils are achieving satisfactorily in other areas of the mathematics curriculum; they construct graphs and bar charts, for example, in science, often using information and communication technology (ICT) for the purpose. Higher ability pupils are successfully extending their knowledge into mathematical sequences and patterns. Infants are preparing for their five and ten times tables by counting in fives and tens. They recognise mathematical shapes and use standard and non-standard measurements.
7. In science, standards seen were in line with the national average; skills of scientific enquiry are well developed and above average throughout the school. This is a strong feature. By the end of Key Stage 2, 11 year-olds show above average ability to predict, hypothesise and test their predictions through well planned investigations, and to come to valid conclusions, based on their knowledge of all aspects of science. Infants investigate electric circuits, for example, and juniors the conditions necessary for yeast to grow and how materials can be changed by heat.
8. In ICT, standards are above average in Key Stage 2 and pupils learn skills to apply in other lessons, such as to use a spreadsheet in science, or art packages to draw abstract painting. Information and communication technology is generally used well as an effective tool in other curriculum subjects. Standards in design and technology have improved tremendously since the last inspection and are now above average. Skills from this subject are used particularly well to extend and develop literacy. An effective method for developing writing, especially for pupils who do not speak English at home, is to build three-dimensional models of, say, an Anderson shelter as a stimulus. Good use is also made of design boards to create a mood when writing a poem about the sun, for instance.
9. In all other subjects, except physical education, standards are at least in line with those expected for pupils this age and above average in religious education by the end of Key Stage 2. Pupils make good progress in the course of their schooling because the thorough foundation in literacy the school is setting permeates pupils' work in other subjects and pupils are expected to apply their acquired knowledge of reading and writing. This is especially important in religious education, history and geography, where literacy plays a significant part, but the wider influence of literacy also affects other subjects. This is particularly evident in pupils' ability to speak confidently when evaluating performance in music, art or physical education, or to write a good structured account of a scientific experiment.
10. In physical education, standards are lower than reported at the last inspection when they were average. They are now below average, largely because teachers' subject knowledge is generally limited and their expectation of what children should be achieving is too low. The scheme of work is difficult to interpret, as it has not yet been specifically adapted to suit the needs of the school.

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

11. Throughout the school, pupils' attitudes to school and their personal development are very good. They are friendly, courteous and happy, and their behaviour is good. Relationships between pupils and staff are also very good and the school has a general sense of warmth and good order.
12. Parents report that their children are eager to come to school. Most pupils want to achieve well and listen carefully to their teachers. All enjoy answering questions posed in lessons and assemblies and contributing to classroom discussions. Most listen to each other respectfully. A very good example of this was seen in a Year 4 literacy lesson where pupils were recalling knowledge of their reading book, 'King Henry VIII's Shoes', and identifying points of conflict. Most pupils concentrate well and are pleased with themselves when they have completed a task. This was seen in a Year 3 numeracy lesson when some, after struggling with the intricacies of simple algebra, were delighted to learn their work was accurate. Pupils are most polite to visitors; they never miss an opportunity to smile warmly and greet visitors in the corridors and classrooms.

13. Pupils' behaviour is good overall; they behave particularly well when arriving at and leaving school. Most are well behaved in lessons and move around the building in an orderly way. At lunchtimes, they enter and leave the dining room in a sensible manner and eat politely. The majority play constructively at break times and use the play equipment sensibly. Some, however, are over-boisterous, particularly in the playground after lunch; this sometimes results in a significant number of minor accidents needing attention in the medical room. No bullying incidents were witnessed during the inspection. Parents and pupils confirm that bullying is not widespread and any instances are dealt with quickly and effectively. There have been three exclusions (one twice) for a fixed period.
14. Relationships throughout the school are very good. Most pupils are sensitive and caring towards each other. There is a high degree of friendship and harmony between pupils of diverse cultural and ethnic backgrounds. On many occasions, pupils work well co-operatively in pairs and groups. A typical example of this was seen in a Year 3 art lesson where pupils, working sensibly in pairs, were taking turns to sketch each other.
15. Pupils' very good personal development is supported well by their teachers; they develop self-esteem and are ambitious for the future. They have a clear sense of responsibility and when given tasks, carry them out diligently and cheerfully. School council representatives carry out their duties assiduously. All pupils are anxious to help their teachers in the classrooms by putting out books, returning registers and tidying at the end of lessons. Opportunities for older pupils to contribute to helping around the school, however, are limited.
16. Attendance rates throughout the school are poor and well below the national average. Unauthorised absence is well above the national average, although this reflects the rigour with which the school follows the criteria for deciding whether an absence is authorised or not.

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

17. The quality of teaching is good overall with a significant proportion of very good and excellent examples, particularly in Key Stage 2. Teaching has improved tremendously since the last inspection when 20 per cent was unsatisfactory in Key Stage 2, due mainly to teachers' insecure knowledge and understanding of science and design and technology. Since then, there had been an almost complete change of teaching staff and the number of consistently good lessons seen shows that the high quality of monitoring and evaluation of teaching - involving, for example, classroom observation, demonstration lessons and team teaching by the senior management team and subject co-ordinators - has clearly benefited pupils' ability to learn. This is a good feature evident throughout the school and there were many very good and some excellent examples of learning.
18. The lack of teachers' expertise reported from the last inspection is certainly not evident now. National tests show that standards in science, for example, have risen from 35 per cent level 4 and above in 1999 to 81 per cent in 2001, with 39 per cent level 5. Teachers' very good command of science is evident in the confident manner they lead their pupils in acquiring scientific knowledge and understanding, and also in the way that they develop skills of scientific enquiry throughout the school, enabling pupils from an early age to propound their own predictions and hypotheses. Older pupils are led to draw conclusions about their investigations, using their scientific knowledge well. In other subjects, teachers' expertise is generally good, with the exception of physical education. Here they lack confidence, the scheme of work is unwieldy and the co-ordinator has only just been appointed. In music, several teachers have good expertise but this is not being used well at present as class teachers do not teach music, nor see their class being taught. Furthermore, the insufficient time allocated for the music specialist prevents pupils from experiencing the whole curriculum in sufficient depth.
19. All teachers have good knowledge of the National Literacy and Numeracy Strategies, for which they have received good training. This is enriched by their observation of each other at work, and of

the leading teacher in Year 6, who has exceptionally good knowledge of the English language and its grammar. Pupils learn correctly and well; despite the very high proportion of the school's population not speaking English at home, a remarkable absence of grammatical or spelling errors was noticed in their work. Literacy is developed well in the school, both in the literacy lessons and in all other subjects. Particularly notable are the small booklets made by children on a large variety of subjects, such as 'How does washing dry?' and 'Where we come from in the world', and the great attention paid by teachers to specific vocabulary, which is usefully displayed in classrooms and used as word banks by pupils when writing during lessons. Teachers also teach numeracy well, developing it through other subjects, such as design and technology when pupils measure materials for making products, or in science when plotting line graphs and bar charts. This often includes the use of ICT, which also develops well through teachers' very good expertise with computers in most other areas of the curriculum.

20. Teachers plan their lessons well, providing for all abilities in the class. They use the individual education plans of pupils with special educational needs particularly well, which enables them to succeed equally well as their peers. Planning for pupils whose first language is not English is good and includes the guidance of teaching assistants. However, there are some instances where older pupils who enter the school with little or no English are not so well considered in planning. Whilst they receive good tuition through withdrawal sessions, they are sometimes given work in class which is at too low a level for their intellect.
21. A valuable feature of all teachers' work is their high expectation of their pupils, not only of work but of attitudes and behaviour, which emanates from the leadership of the school. When the headteacher took up her post two years ago, she radically drove expectations up, since when standards have risen dramatically as pupils have responded to their teachers' insistence on hard work and discipline. Teachers make this attractive by using a good variety of teaching methods to interest and motivate their pupils. A notable example is the discerning use of practical model building and use of display boards to illustrate concepts, which is particularly helpful for pupils whose command of English is limited. This was seen in the production of a model of an Anderson shelter in history and a 'mood' board depicting colours associated with the sun as a aid to writing a poem in a literacy lesson. Teachers use these powerful visual images well to initiate the development of literacy through the curriculum.
22. Teachers make best use of the available time. During registration, for example, pupils could be seen practising handwriting or spelling. In lessons, teachers often set time limits for certain tasks to ensure pupils concentrate well enough to finish on time, which leads to greater productivity. Pupils make great efforts to increase their knowledge and understanding. At the end of lessons, teachers ask pupils what they have learned to see how well they have met the objectives. Pupils often respond with thumbs up or thumbs down, after which the teacher will consolidate further, where necessary. Teachers mark pupils' work thoroughly and classes of older ones have a specific period of time during lessons in which they analyse marked work and modify targets or do extension work. There is also a comprehensive homework programme, for older pupils in particular. It is this relentless pursuit of excellence that has led to the very distinct improvement in standards since the head teacher assumed responsibility.
23. Overall, teaching in the Foundation Stage is good. A rich environment for learning through play and talk has been created. The balance between teacher-directed and child-initiated tasks is good and ample opportunity is provided for children to take part in practical and purposeful activities. Teaching in the nursery is broadly satisfactory. The nursery teachers work part-time; the nursery nurse and teaching assistant are present throughout the day and have a good overview of provision. Together they make a highly effective team and give very good support to the teachers with whom they work. Teaching in reception is good. Teachers' knowledge and understanding of the individual needs of all pupils and of how young children learn best make a significant impact on their wellbeing, the progress that they make and their positive attitudes to school.
24. The high standard of teaching is greatly assisted by the dedicated and well-qualified teaching assistants, who thoroughly know the needs of the pupils in their charge and make a very good contribution to their learning. A great strength of teaching is the management of pupils, who are

expected to behave well. It is recognised that all that pupils have the right to learn and therefore teachers the right to teach. Behaviour management is unobtrusive but immediate in all classes. Pupils know the rules and do not often disobey them. The use of rewards of marbles to fill a jar in order to gain a class privilege is a feature and pupils earnestly discuss their reasons for the day's progress being worth one, two or three marbles; even younger children do so with remarkable maturity.

25. The teaching of pupils with special educational needs in classes is good and these pupils make good progress. The teaching in the 'Opportunity' and 'Nurture' classes at both key stages is of very good quality, especially for pupils with social and emotional difficulties. The pupils learn to develop social skills and deal with emotional problems which disrupt learning, and are integrated back into classes through a carefully structured process. The teaching assistants are very effective in supporting pupils during lessons and keep careful records of both learning and behaviour during lessons; this knowledge is used well to guide future planning. All pupils are well included when they are working within the classes and when some are withdrawn into small groups, staff ensure through good communication that there is equality of opportunity and access to the subjects.

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

26. Curricular provision is satisfactory overall; it is broad, balanced and relevant, comprising all National Curriculum subjects, religious education and personal and social education. Full statutory requirements are met. In the Foundation Stage it is securely based on the early learning goals for children under five. Provision for English, mathematics and science is very good, with a curriculum well matched to the ability of all pupils, including those with special educational needs and those who do not speak English at home. Pupils are being very well prepared for secondary education in these subjects. Provision for physical education is unsatisfactory, however, as there is no coherent scheme of work which enables skills to be built upon as pupils go through the school. The time allocation for music is too low to enable progression in the full programme of study to take place. There is a good programme of personal and social education, including 'circle time' where moral and social issues are freely discussed. Outside visitors, such as the local police, play a part by giving talks to each class about road safety and drug abuse, for example. Provision for sex education is satisfactory. One of the deputy headteachers teaches this sensitively to all upper juniors.
27. Provision for both literacy and numeracy is good and this is making a strong contribution to the raising of standards. The National Literacy Strategy has been implemented well and has been carefully adapted to suit the needs of all pupils; some extra time is given to writing which has been identified as a school weakness. Another powerful feature is the way in which children whose first language is not English are taught through a modified curriculum, broken down to give strong visual images which provide good and motivating stimuli for written work. Work is also well matched to the ability range so that all have equal access to the curriculum. This is carried over into other subjects, too, particularly those which are dependent on literacy for their understanding, such as history and geography.
28. Numeracy is well provided for through the National Numeracy Strategy, which is well established in the school. Pupils are taught in ability sets in the juniors, in order to give all of them access to the curriculum at their own level. They also learn ICT skills well through a programme of work for each year in the computer room. All classes have a weekly lesson dedicated to this.
29. The provision for pupils with special educational needs across the curriculum is good. Provision for the 'Nurture group' at Key Stage 1, 'Opportunity group' at Key Stage 2 and 'Access group' for Years 5 and 6 is very good and based on a secure understanding of the needs of the pupils and current research. It thus gives all pupils complete equality of access to the curriculum. The good provision noted in the last inspection has been well maintained.
30. Provision for extra-curricular activity is satisfactory. Some parents felt that the range provided is

not wide enough; inspectors agree. The breakfast club is very popular, but apart from that, there is only sewing, homework and a lunchtime 'drop in' club which cater only for small numbers of children. There are other clubs which are targeted at other times of year or at specific year groups.

31. The school makes satisfactory use of the local community to enhance learning. Elderly residents come in to talk to Year 6 pupils about life in World War II. The resourceful site supervisor is very successful in obtaining donations of prizes for the school fetes and has managed to persuade local building firms to assist with landscaping, playground provision and amenities such as a sound system for school discos. Artists from a local group directed children in the making of decorative items, such as batik designs, and the local gospel group is a lively feature of the Year 5 provision.
32. Relationships with other schools are satisfactory; records are passed between the school and its secondary partners when children leave. The programme for pupils with special educational needs is particularly useful, but there are no specific curriculum links with either local secondary or primary schools, although secondary teachers have been to observe the literacy hour being taught and one of the deputy headteachers is released at times to help other schools with their science programmes. The general lack of curriculum liaison, however, is limiting progression of skills and knowledge throughout children's schooling.
33. The overall aims and vision statements of the school are very well set in a context for all its work, including social, moral, spiritual and cultural developments. The school offers a stimulating inclusive curriculum, with many opportunities for reflection, self-evaluation and personal development. Through this, pupils are helped to become confident learners with enduring values and respect for their own culture and beliefs as well as those of other people. The work in class contributes to and develops pupils' sense of community and prepares them well for becoming twenty-first century citizens of Edmonton and the world.
34. Assembly and classroom observations indicate that pupils are exposed to spirituality and that very good opportunities are given for them to develop their spiritual awareness, planned in lessons and assemblies, and taken spontaneously across the curriculum. In an excellent assembly introducing the importance of Advent for Christians, for example, pupils experienced a moment of stillness to reflect on the idea of promise and anticipation, linking the Old Testament promise of the birth of Christ to the pupils' personal experience of the anticipation of a promise. The Assembly, while focusing on the beliefs of Christians, linked the theme of light with other world religions and helped pupils understand that families conduct their lives in many ways, depending on their religious persuasion.
35. In classrooms pupils' spiritual awareness and self-knowledge are enlightened by planned moments of quiet reflection, such an occasion seen following the reading of a beautiful poem. Both teacher and pupils talked about happy memories, one pupil volunteering a personal moment of peace and happiness when he looked at his baby brother sleeping. Sometimes the lighting of a candle or the playing of music helps pupils to understand the special quality of these occasions. Religious Education makes a significant contribution to pupils' spiritual development. From a study of Hinduism, for example, pupils considered the idea of good and evil, linking this to their literacy work on metaphor and personification in poetry. Teachers also explore serendipitous moments to enhance pupils' spiritual awareness, such as allowing them to talk about what ideas inspire them to do good or to experience moments of happiness.
36. Assemblies and acts of collective worship are very well planned, exploring important issues, such as world events, common values and personal achievements. Pupils are praised for improvement in attitudes and behaviour as well as in physical and academic achievement. Through these opportunities, they are encouraged to understand their personal responsibility to a larger group, as, for example, when working to achieve a class attendance or punctuality award. The school also fully complies with the statutory requirements on collective worship, offering pupils the opportunity to pray, reflect or meditate in accordance with their own personal or religious observance.
37. Provision for pupils' moral development is very good. The school's fundamental responsibility to

provide enduring values and principles to distinguish right from wrong is clearly met. The key concept that all pupils have a right to learn and all teachers have a right to teach is fundamental to the ethos of every classroom. Reminders of the acceptable noise level for specific tasks, the important principle of appropriate behaviour and responsibility for listening with respect to the teaching staff and each other are very well demonstrated. Sanctions and rewards remind pupils of their responsibilities as class members and they respond well to teachers' high expectations for good listening and contribution in every lesson. Opportunities in the curriculum are planned to consolidate these principles, such as the study of Anne Frank's diary in World War II history. The school's moral code is promoted through opportunities like class discussions (circle time), where pupils explore issues and raise questions to do with honesty, truth, fairness and personal choice.

38. The school is very effective in promoting the social development of pupils and this is evident everywhere around the school. Pupils are courteous, pleased to talk about their work, and escort visitors to particular destinations. In lessons, they are encouraged to talk, work in pairs or groups, listen carefully to each other's contributions and evaluate each other's work with sensitivity and good judgement, recognising the contribution of all pupils to their ongoing learning. Staff model the kind of respect and consideration they expect of every pupil and encourage all pupils to work together in harmonious groups. Pupils may take an active part in decision-making as members of a School Council. This allows children to understand that they can have their views considered and they begin to learn how they can put their own point of view through a class representative.
39. Provision for cultural development is very good. The school acknowledges the cultural and linguistic diversity of its pupils, and evidence of this is apparent within the curriculum and in the quality and range of the displays. There are greetings in community languages, for example, fabrics dyed and designed with traditional techniques and patterns, and school-made books about pupils' links with their country of heritage. Good use is made of photography and pastel portraits to celebrate the ethnic diversity of the school. The assemblies and the religious education curriculum often focus on world religions represented in the school's multi-faith community and links are made between different faiths. During the Inspection an excellent assembly by the headteacher concentrated on Advent but made good links with Diwali, Hannukah, Eid and the birthday of Guru Nanak. Clearly the school promotes the culture of its own community through dance and music, and by offering pupils the chance to sing and hear stories in their own home language. Turkish children, for example, have one lesson a week in Turkish, which contributes well to the development of their Turkish bi-lingualism. They give due regard to the traditions of a culturally diverse British society, by, for example, remembering the sacrifices of soldiers from Britain and the Commonwealth - the ancestors of current pupils in the school - on Remembrance Sunday.
40. Books in the library are well chosen to reflect the multi-ethnic, multi-cultural society of which the children are part. These include reference to people of achievement from ethnic minority communities, such as Mary Seacole's contribution to the care of the sick in the Crimean War. Her work as a Jamaican nurse is illuminating to all pupils, but is particularly important for those whose own heritage originates in the West Indies. This aspect is extended widely in assemblies which are carefully prepared to give pupils knowledge of achievers around the world, such as Ben Carson, Tiger Woods, Kemal Ataturk and Nur Inayat Khan. The work of these people is introduced to raise pupils' self-esteem and give them aspirations.

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

41. The school makes very good provision for the education, personal support and guidance of the pupils. This is an improvement from the last inspection report when this aspect was found to be satisfactory. The school provides a secure environment that has a warm and friendly atmosphere, so that pupils are happy to come to school. When difficulties arise, pupils can, and generally do, turn to a member of staff of their choice for help and guidance. Pupils interviewed in the week of the inspection were anxious to point out the high level of support offered to them by their class teachers, head and deputy headteachers.
42. The school's arrangements for promoting the welfare, health and safety of pupils are very good.



There is a breakfast club for pupils who arrive to school very early and leave home without eating. This provides a welcoming start to the day for many pupils. Four members of staff are responsible for monitoring child protection, including the headteacher. They have all been fully trained and have developed effective routines and procedures to ensure that all members of staff are aware of child protection procedures. When the school identifies a concern regarding a child's welfare, they persistently pursue the issue with outside agencies. Clear policies support health and safety in the school, with trained first-aiders available to care for pupils throughout the school day. Pupils know they will be well cared for if they are unwell. All accidents and incidents are methodically recorded and parents contacted if necessary. Lunchtime supervisors are friendly and caring and keep a watchful eye on pupils in the lunch hall and playground. Over-boisterous behaviour in a crowded playground, however, is not always monitored rigorously, and the use of the playground area is not planned as well as it could be to accommodate the whole school at lunch time.

43. Pupils understand that good behaviour is expected of them. The school's comprehensive behaviour policy is clear and procedures promoting pupils' discipline and good behaviour are good overall. Class rules are discussed and agreed with pupils at the beginning of each term. Class teachers praise pupils for good work and behaviour and this works well. The system of rewards throughout the school is consistent. Positive behaviour and good work are celebrated in many ways, such as the presentation of certificates recognising achievement in a special celebration assembly. During lessons stamps and stickers are constantly rewarded to those pupils whose behaviour is consistently good. There are also good procedures in place for dealing with poor behaviour in the classrooms, to ensure that lessons are not disturbed through unacceptable behaviour. Pupils referred to the lunchtime behaviour club are counselled by the duty staff member to discuss the reason for their unacceptable behaviour. Parents are contacted if poor behaviour persists.
44. Procedures to monitor attendance, absence and punctuality are very good. Registration takes place before both sessions and attendance is recorded correctly in class registers. A deputy headteacher and administrative staff monitor attendance and punctuality with exceptional rigour. Parents are constantly made aware of their relevant responsibilities regarding attendance and punctuality through newsletters. Letters are also sent to parents fortnightly if their child's attendance is less than 80 per cent. The school sometimes requests proof of sickness. In addition, certificates are awarded to pupils with 100 per cent attendance. Pupils who arrive at school late are recorded in a late book and parents are consulted if lateness becomes a regular occurrence. Despite this time consuming work, attendance rates are still too low and punctuality remains a problem for the school.
45. The monitoring of pupils' academic performance and personal development is very good overall, representing very good improvement since the last inspection. Personal, social and health education and circle time for discussions are timetabled. The headteacher and her staff take every opportunity to boost their pupils' self-confidence through praise and reward. Pupils who need help in a social or emotional problem can have a private discussion with their teacher in 'bubble time'. Pupils in Year 5 occasionally help younger ones with their reading, but overall, opportunities for older pupils to help around the school are limited. A number of outside trips, including a school journey, further enhances personal development.
46. Procedures for monitoring levels of attainment in work samples, especially in the core subjects, are very good. The use of assessment to guide curricular planning is good overall, but how it is used for pupils who do not speak English at home is less secure.
47. The school's assessment policy is very good and comprehensive in the guidance it gives from the principles of assessment to how it is practised in the school. This exerts a positive impact on pupils' attainment, particularly in English and science. Pupils are assessed when they reach school age and their progress is tracked over their time at Raynham. Class teachers thoroughly assess all pupils against National Curriculum levels twice a year, setting and modifying targets. They base their planning on assessment data; that from both National Curriculum and QCA testing efficiently provides specific information on English and mathematics, which is used to identify areas of weakness. All staff understand when and how assessment needs to be carried out from the assessment calendar. Four pupils in each class are tracked in detail from across the attainment

range, including one with special educational needs, in English, mathematics, and science, and this gives good information to the curriculum co-ordinators. Information is passed on to the next class teacher or receiving school, and includes predicted levels for the pupil. This very good practice ensures continuity and progression through the curriculum. Target setting is very good and all pupils have individual learning targets, which are regularly adjusted and linked to their end of year targets.

48. Procedures for assessing pupils with special educational needs are good and guide curricular planning well. Individual targets are set annually and revised termly, reflecting pupils' progress and need. Targets in the individual education plans are clearly linked to the statements of special educational need. Summative assessment is carried out twice a year throughout the school and the resultant data used to track these pupils. Their parents receive a very good information sheet explaining National Curriculum levels and their child's learning delay in comparison with others the same age.
49. Assessment across the school is very well co-ordinated and both deputy headteachers monitor planning. This monitoring is very good and includes formal feedback with suggestions to each teacher. Assessment and levelling of attainment in subjects other than English, mathematics, science and ICT is less formal and not as thorough.

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

50. Parents' views of the school are overwhelmingly positive. The school works hard to encourage and promote an effective partnership with the parents. Parents hold the school in high regard. They confirm that their children enjoy coming to school and they are pleased with the progress they make. Parents feel that behaviour is good overall and have nothing but praise for the school's standards of pastoral care. Parents who responded to the questionnaire, those who attended the meeting and those interviewed on the week of inspection were particularly appreciative of the commitment of the new head teacher and her staff, and of their aims and expectations for the children. These positive views are confirmed by the inspection.
51. Some parents have minor concerns about the school's performance in two areas. They feel that pupils do not always get the right amount of homework and would also like more extra-curricular activities for their children. Scrutiny of pupils' homework books confirms that class teachers are setting homework tasks for pupils in line with the school's homework policy. The homework set is completely appropriate for pupils of this age and parent's concerns are unjustified. The provision for extra-curricular activities is satisfactory although, currently, somewhat limited in the range of activities provided. In this respect parents' concerns are justified. There are a small number of sports clubs, a sewing and homework club and the popular breakfast club. The two drop-in clubs at lunchtime are only available for up to twelve pupils for each group.
52. The school recognises that liaison between home and school is most important and has successfully maintained and improved the positive relationships with parents outlined previously. The building of good relationships between parents and the school begins before children start in the nursery. The school offers home visits for intending parents and their children. The school ensures that interpreters are available in the front office each morning for parents who are new to the English language. Coffee mornings are held each term for all parents with time for informal discussion. Parents' views are sought through questionnaires and school meetings on important issues such as the school development plan and behaviour management.
53. The partnership between parents of children under five and the staff is good. There are very good induction procedures. All pupils are visited in their own homes prior to entry to the nursery. This ensures that parents are fully informed about their child's education at an early stage and involved in early assessments. This early opportunity for children to meet their teachers reassures them that there will be someone who they will know when they start school. On entry to the reception classes parents and children are invited into school for individual meetings with teachers. Pupils who have not attended the nursery are visited at home. Parents are kept well informed of their children's progress and of the work that the children are doing.

54. The quality of information given to parents is satisfactory. The school's prospectus and annual governors' report are both welcoming and professional documents; they are clearly written for parents and pupils to understand. Parents are most appreciative of the regular newsletters that keep them in touch with news about school events. The school ensures that parents are kept well aware of what their children are learning in the classrooms. Fact sheets containing information on class work and current topics are sent to parents at the beginning of each term. Should a parent not completely understand because of the language problem, help is at hand with translation by staff within the school. The school has held a number of curriculum evenings for parents including literacy, numeracy and ICT.
55. Parents receive annual reports of their children's progress prior to the summer consultation evening. All reports give specific information on English, mathematics and science. Reports lack sufficient space, however, for teachers to give enough detail to enable parents to understand the progress their children make in other subjects. Some reports are not clear about the targets pupils should be setting themselves for the forthcoming year. Most parents are emphatic that should they have any concerns the class or headteacher will see them immediately. An evaluation of the provision for pupils with special educational needs is suitably included in the Governors' Annual Report to Parents. Parents of pupils with special educational needs are appropriately involved in reviews and target setting. The quality of the annual reviews is good.
56. Parents are actively encouraged to be involved in the life of the school and they complete a home/school agreement. Parents are asked to help their children at home with reading and spellings. Currently there are only a few parent helpers but they work effectively to broaden pupils' experience in the school. Parents help generally with reading, class activities, outside trips and the after-school homework club. Parents give their full support to productions, and join their children for special assemblies. Despite the school's best efforts, some parents still do not understand that children should not be absent from school without good reason, hence the poor attendance figures. Many parents are also still choosing to withdraw their children from school during term time for extended holidays and family occasions

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

57. The leadership and management of the school by the headteacher and key staff are excellent. The school benefits from an outstanding headteacher, who has high expectations for all pupils and a strong personal commitment to providing the best possible education to enable them to succeed. Her unequivocal drive to improve standards, clear thinking and respect for individual qualities and strengths, have made a significant contribution to the school's considerable success in raising standards in a relatively short period of time. An atmosphere of pride and mutual respect pervades the school. All members of the school community know that their work is valued and that they have an important part to play in the school's development.
58. Since her appointment, the headteacher has taken a number of highly effective steps to secure a shared commitment to school improvement and a clear educational direction for the school's work. She has led governors and staff in successfully redefining the school's vision and secured a stimulating learning environment in which pupils' individuality and background are respected and valued, and their self esteem and aspirations are promoted. The school's vision is reaffirmed at every opportunity, both with staff and pupils, so that all understand the part that they have to play. Pupils' right to learn and teachers' right to teach are at the heart of the school's work. As a result a strong work ethic, aspirations to high academic standards and a determination to succeed are evident at every level within the school community.
59. The headteacher has successfully gained the confidence of the new staff team and their commitment to school improvement has been retained though a period of considerable staff change. A secure senior management structure has been established comprising two deputy headteachers and four heads of department. Both deputy headteachers are highly skilled teachers as well as managers and, as such, command great respect from other members of staff. Departmental heads are also able to demonstrate in practice high standards of teaching.

Collectively, they have a wide range of expertise and effective delegation has ensured that this is used extremely well for the benefit of the school. Excellent training provision has ensured that they are well equipped to carry out their management roles and responsibilities. They are fully involved in all aspects of school management and are highly committed to the school. Regular departmental and inter-departmental meetings together with excellent communication routes ensure that everyone is kept informed about matters that concern them. The senior management team, for example, hold an intensive one-day meeting each term in which they review the school's ongoing work and plan in detail for the following term. The resulting programme ensures that all staff have a clear overview of monitoring and training arrangements, and of the school's current priorities and concerns. The school culture incorporates the view that for every problem there is a solution and that everyone has a right to be heard. This creates a positive and constructive approach to school improvement and all staff work extremely hard for the benefit of the school.

60. The Foundation Stage manager has a very good overview of provision and has worked hard to develop the curriculum and improve teaching and learning. She is an excellent teacher in her own right and is able to lead by example. She leads nursery and reception staff in planning, which ensures that children in both areas have access to a similar curriculum at an appropriate level. The influence of planning is clearly reflected in the way the nursery and reception classes work. The curriculum covers all six areas of learning and most activities are purposeful, coherent and well structured.
61. The governing body gives good support to the school and is ably led by a highly committed chairperson, who visits the school regularly. The governors work well with the headteacher and a suitable range of committees is in place. The respective chairpersons carry out their responsibilities efficiently and meetings are always well attended. Governors with responsibilities for monitoring aspects of the curriculum, such as literacy and numeracy, take an interest and are well informed about their subjects. There are very good induction arrangements for new governors, which makes them feel welcome and involved in school life from an early stage. All governors attend appropriate training to support their work and take a keen interest in the school; many visit the school regularly. They hold the school to account for the standards that it achieves and take a positive and constructive approach to school development. This is an improvement since the last inspection and has a beneficial effect on both the academic and pastoral life of the school. In summary, the governors have a good awareness of the school's performance, know the challenges that it faces and ensure that the statutory requirements are met.
62. The comprehensive school improvement plan identifies clear priorities, which are guided by rigorous monitoring and aligned with the school's longer-term intent. The plan identifies clear training and resource implications, has clear success criteria and is linked to the budget. Developments in the curriculum have been effectively managed. All policies have been reviewed and updated, and the school is systematically developing schemes of work in line with national guidance. The subject co-ordinators, who have been in post for varying lengths of time, have a generally good understanding of the subjects they lead. They monitor planning and sample work and provide their colleagues with useful advice. The literacy and numeracy co-ordinators have observed lessons. Teachers have also worked side by side with each other to learn new techniques. All co-ordinators have an allocated budget and use this effectively to maintain and develop their subject area. Well thought-out plans ensure ongoing improvements.
63. The school has a very effective administration team whose members work closely together to ensure the smooth running of the school. Newsletters, curriculum and policy documentation are all well presented to ensure that all those within the school community are kept informed about current issues. All visitors to the school are made to feel welcome and day-to-day matters are dealt with calmly and efficiently. This makes an important contribution to the calm and orderly atmosphere that is prevalent throughout the school. The office manager also deals with finance and provides strong and effective support, which ensures that the budget is efficiently managed.
64. There are thorough and very effective monitoring procedures carried out by the head teacher and senior staff, which have had a major impact on improving the quality of teaching and raising standards. This is a significant improvement since the last inspection. Agencies such as advisers

from the local authority are also involved in order to ensure that the school's own evaluations are balanced by a clear objective view from the outside. The school makes very good use of a range of monitoring methods which includes lesson observations, work sampling, regular checks of planning, use of assessment, pupil tracking, benchmarking data and analysis of test results. In consequence, the school has a very good view of its own strengths and weaknesses and knows the challenges it faces. It has used the information that it has gathered well to realise the priorities for improvement efforts and make well-targeted plans for its ongoing work.

65. The school manages the provision for pupils with special educational needs very well. The policy is very good and gives clear guidance on the processes and procedures involved. It is very well implemented, up-to-date and conforms to the Code of Practice. The register is well analysed and updated regularly. The co-ordinator is well supported by the senior management team and has a very good understanding of her role, managing the resources and accommodation well. She has developed a good plan for future development and initiatives to support pupils' learning in the comparatively short time in post and her co-ordination is very good overall. Training given to teachers to write the individual education plans is good and each teacher has half a day each term with the co-ordinator for this. Communication is direct and regular between the governor responsible for special educational needs, the co-ordinator, the teaching assistants, other special needs staff in the 'access' and 'opportunity' groups and outside agencies. The Local Education Authority centrally holds funding for special needs and the school makes additional resources, such as teaching assistants, available from the school budget, which has a positive effect on the pupils' progress.
66. The budget is carefully targeted towards school improvements and governors are provided with clear and comprehensive budget reports. Governors apply the principles of best value well and debate expenditure rigorously. The strategic financial management is good and ensures that there are sufficient funds to sustain developments. Overall, the school makes very effective use of its resources. It is exceptionally well led by the headteacher and the governors are effective. The quality of teaching is good and pupils make good and sometimes very good progress in their learning in relation to their starting points. Pupils' attitudes and behaviour are a credit to the school and it caters very well for their personal as well as their academic development. Overall the school provides very good value for money.
67. There are sufficient teachers, and ample teaching assistants; collectively they have the experience and expertise to cover the subjects of the curriculum and the age and ability range of the pupils. Performance management procedures are fully in place, and job descriptions have been improved since the last inspection so that they are more precisely aligned with designated roles and responsibilities. The results of performance management meetings and monitoring arrangements are used extremely effectively to identify training needs at all levels, both for personal professional development needs and the needs of the school. The improvements in teaching have given staff a wider range of skills at their disposal for meeting the needs of their pupils and this has had a major impact on the school's improving standards. The school has particularly effective induction arrangements for new members of staff and newly qualified teachers are fully supported. Teaching assistants are well trained and pupils benefit from the good support they give.
68. There are now sufficient good quality resources in all areas of the curriculum, fully audited. Improvements have been made in their organisation since the last inspection and they are now more readily accessible to both pupils and staff. The school's accommodation is of good size and is more than adequate for the demands of the curriculum, although only just so for physical education. It is greatly enhanced by good quality displays, which inform and celebrate learning both in classrooms and in central areas. A number of improvements have been initiated which have had a positive impact on learning, such as the development of an ICT suite. There is, however, scope to review the position of the school library so that it is more prominent and can be used with greater independence by pupils. The number of stairs within the school building limits access to pupils and staff with physical disabilities. The school grounds are mostly adequate, although the size of the playground is too small to accommodate the abundant energy of the large number of pupils who use it at lunchtime. Minor accidents are not unusual.

69. The quality of financial control and planning for educational priorities is good, fully compliant with the school development plan; the few recommendations of the last auditors' report have been acted upon. Under the direction of governors, particularly the chairperson of finance, the school implements the principles of best value to further the opportunities open to the pupils. The school makes good strategic use of its resources, grants and other funding to support teaching and learning, including the support for pupils with special educational needs and those who do not speak English at home. Previous educational decisions have not, however, been fully evaluated. The effectiveness of purchasing more support staff, for example, has not yet been fully evaluated for educational outcomes. In the office, understanding of the use of computers for a range of administrative tasks is good and their application to whole school issues, such as assessment, has been fully utilised. The very capable clerical staff efficiently allows the school to function smoothly.

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

70. In order to continue to raise standards, the headteacher, senior staff and governors should:

- (1) improve standards in physical education and its provision by:
  - Ensuring that teachers' subject knowledge and expectation of what children should be achieving are increased (paragraphs 10, 18, 97, 157);
  - Implementing an effective scheme of work to allow progression of skills (paragraphs 26, 158);
  - Providing pupils with greater opportunity to evaluate their own work (paragraph 157);
  - Provide alternative arrangements for timetabling in the middle hall (paragraph 157);
- (2) improve the provision for music by:
  - allowing sufficient time for the whole programme of study to be taught for each year (paragraphs 18, 26, 153);
  - making better use of existing expertise amongst class teachers to supplement that of the specialist (paragraphs 18, 153);
- (3) continue to improve attendance and punctuality by, in addition to measures already in place, considering the use of learning mentors (paragraphs 16, 44, 56);
- (4) ensure that children who enter the school in the Foundation Stage and both key stages with little English are best catered for by:
  - teachers knowing their stage of learning English so that work is more closely planned to their needs (paragraphs 72, 73, 74);
  - tracking their achievement so that their progress can be followed as a distinct group within the school (paragraphs 1, 46, 71, 72, 73, 76, 118).

When drawing up their action plan, the governors should also consider these minor points:

- Make the school library more accessible, particularly for older pupils doing their own research projects (paragraphs 68, 104).
- Look at a more constructive use of the playground at lunch times in order to minimise minor accidents (paragraphs 13, 41, 67).
- Seek ways of improving the continuity of the curriculum between primary and secondary phase

by improving liaison between schools (paragraph 31).

## **PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

71. Nearly 70 per cent of pupils at Raynham Primary are from ethnic minority families, with 45 per cent from homes where English is not generally spoken. Although the majority of the children are bi-lingual, with good levels of spoken English, there is a significant number who are newcomers to English. As well as a high number in the Nursery, particularly in the afternoon session, other pupils arrive as unplanned admissions in every class throughout the academic year. Some of these children are literate in a language other than English and have some experience of schooling. Others are refugees and asylum-seekers who have not been to school and often have an early experience of trauma. This presents a challenge to which the school responds well, adopting a range of methods to give pupils as much support as the school resources allow. Very thorough and prompt assessments are made and the data used to help provide support in classrooms where the high focus on speech, collaboration, and visual and practical activities allows pupils to become very involved in learning at the earliest date. However, there is insufficient further planning for the high percentage of newcomers in the Nursery and for the significant number of beginners in the Juniors.
72. Pupils make good progress and attain standards, which are generally in line with those of their peer group. Continuous assessments are made as the children move through the school, but they do not appear to focus specifically on attainment. Pupils who appear to be fluent in spoken English may not have the English language skills to reach the wider curriculum nor comprehension skills for high level reading. It is unclear whether pupils are realising their potential by the end of their schooling. The needs of beginners, particularly in Junior classes, are not adequately met. Often these pupils are required to join a group of children with special educational needs where the work is not challenging enough for them.
73. Teachers plan good opportunities for speaking and listening activities and use a range of techniques to support them, for example very good use of whiteboard, real artefacts and cut-out figures, sequencing and planning activities required to meet the learning objectives. In classes where speech and collaboration are encouraged, pupils have the opportunity to make better progress, but in some subjects, this is more difficult to achieve where the requirements of, for example, the literacy hour are not always conducive to practical collaborative learning. In teachers' mark books, a good deal of data about pupils' bi-lingual experience and English language level is noted, but in a majority of classes English language stages, using the Qualifications and Curriculum Authority's steps for assessing pupils' English language, are not adequately completed. Teachers' assessment data are not tracking pupils' progress in reading and writing in their bi-literate development.
74. Teaching methodologies appropriate to multi-lingual classes are in evidence in many classrooms. Teachers explain tasks well, check pupils' understanding and use questioning well to help pupils make good progress. Teachers also give further explanation where pupils' responses indicate misunderstanding, particularly of English. This clarification is very important for all pupils, but particularly where pupils' understanding of the task is ahead of the English needed to express those meanings. During the inspection, there was good evidence of pupils being given key vocabulary and models for ways of recording their learning in writing frames, speech bubbles and sequenced pictures. Differentiation in this way gives additional support. Subject-specific vocabulary is written up, which is helpful to all pupils, but is particularly supportive for those who are struggling with English. The school is not yet bringing this kind of sensitivity to the idiomatic and figurative language and culturally specific details in the books they are reading. Many children will have no experience outside school of specific literary language. Sometimes an alternative is offered, as when a teacher explained culturally specific words and phrases, such as 'hold your horses' for 'wait'.
75. Teaching is consistently good where the classroom teacher and language specialist plan together and the linguistic needs of pupils are clearly targeted. In such lessons the two teachers exploit complementary skills, work together and arrange practical activities. Both teachers respond well

when pupils need and raise questions or give examples to clarify meaning. In other lessons where there is no specialist support, the linguistic demands of the task for pupils are not always so well focused and support is therefore not always as effective.

76. The school uses specific grants to employ two class teachers and a bi-lingual Nursery Nurse to support the development of English as an additional language. The curriculum often exploits pupils' linguistic and cultural experiences to enhance all pupils' learning, for example, through greetings, songs and rhymes in many languages. Provision is good and pupils make noticeable progress, particularly when supported by one of the specialist teachers. These staff members help pupils to be fully involved in the planned curriculum and allow them to make an appropriate contribution. In one class, a boy from Poland was unable to understand the meaning of the preamble of a design and technology task, and the teacher provided good visual aid for the sequence to make a pop-up card. This gave him some guidance and, working with his peer group, he could see what he was expected to do. The practical focus typical in some areas of the curriculum is not always available in literacy lessons, however, and beginners are less well supported, except where a specialist teacher or teaching assistant are available to give help. Two pupils, for example, who had been working with the specialist language teacher in a beginners class, identifying key vocabulary and sequence in a simple story, returned to their class without any follow-up work, additional support or adequate planning for their needs and were completely at a loss about the ongoing work of their classmates. The class was looking at ways an author builds up tension in a story and while the teacher was using an enlarged text and text-marking techniques, the English language level of the two pupils was not advanced enough to understand what was going on. Inevitably they wasted time until they were asked to join a special needs group; discussion with them at the end of the lesson showed that they had no understanding of the task they had been doing.
77. The school welcomes the pupils and helps them feel secure and well regarded from their first day. The school's expectations for children to look after each other is well demonstrated in support for newcomers to the class. In the Nursery and occasionally in other classes, pupils discuss their learning in their native languages. By working with their English-speaking peers they are able to hear the English needed to describe the work they are doing. The support from a Turkish-speaking Nursery Nurse is invaluable in the Nursery where very young children new to English are helped to feel secure.
78. The school provides translators at the beginning of the day for parents to communicate any anxieties they may have. Translators are also on hand for parents' meetings. Parents appreciate this direct contact.
79. The co-ordinator is an exceptional teacher, with very clear vision for promoting the learning and attainment of bi-lingual pupils. She has many such pupils in her class and helps them to make better than expected progress. She co-ordinates the work of the specialist teachers and Nursery nurse and is very effective in providing resources and ideas to help class teachers meet their responsibility for these children.
80. The school is aware of the importance of making sure pupils understand and has built up a good range of artefacts, real objects, photographs and puppets to give pupils visual access to the key points in lessons and to set a context for their English language learning. It has purchased stories in dual languages and on tapes. This provision acknowledges not only pupils' full language repertoire but also on some occasions offers them an opportunity to hear the story in their stronger language before developing ideas through discussion in English.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	100
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	24	52	19	1	0	0
Percentage	4	24	52	19	1	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	660
Number of full-time pupils known to be eligible for free school meals		290

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	7
Number of pupils on the school's special educational needs register		124

English as an additional language	No of pupils
Number of pupils with English as an additional language	308

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	113
Pupils who left the school other than at the usual time of leaving	98

### Attendance

#### Authorised absence

	%
School data	5.7

#### Unauthorised absence

	%
School data	2.6

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	44	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	29	34
	Girls	23	34	35
	Total	44	63	69
Percentage of pupils at NC level 2 or above	School	51 (58)	72 (72)	79 (82)
	National	84 (83)	86 (84)	91 (100)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	35	32
	Girls	33	36	32
	Total	60	71	64
Percentage of pupils at NC level 2 or above	School	69 (64)	82 (73)	74 (56)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	50	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	30	40
	Girls	23	20	27
	Total	53	50	67
Percentage of pupils at NC level 4 or above	School	64 (48)	60 (38)	81 (64)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	33	39
	Girls	24	21	28
	Total	55	54	67
Percentage of pupils at NC level 4 or above	School	66 (38)	65 (40)	81 (45)
	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	56
Black – African heritage	74
Black – other	31
Indian	18
Pakistani	3
Bangladeshi	5
Chinese	2
White	309
Any other minority ethnic group	31

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	30.4
Number of pupils per qualified teacher	24.4
Average class size	30

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

Total number of education support staff	20
Total aggregate hours worked per week	433

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	60
Total number of education support staff	2
Total aggregate hours worked per week	61
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	20
Number of teachers appointed to the school during the last two years	21.4
Total number of vacant teaching posts (FTE)	3.4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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.*

### **Financial information**

Financial year	2000/1
	£
Total income	1600963
Total expenditure	1572863
Expenditure per pupil	2203
Balance brought forward from previous year	86974
Balance carried forward to next year	115074

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	714
Number of questionnaires returned	312

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	3	1	0
My child is making good progress in school.	42	45	9	1	3
Behaviour in the school is good.	40	42	10	2	6
My child gets the right amount of work to do at home.	36	38	13	6	7
The teaching is good.	43	44	5	2	6
I am kept well informed about how my child is getting on.	38	36	14	6	6
I would feel comfortable about approaching the school with questions or a problem.	52	31	7	3	7
The school expects my child to work hard and achieve his or her best.	49	39	4	2	6
The school works closely with parents.	39	40	11	4	6
The school is well led and managed.	46	37	7	1	9
The school is helping my child become mature and responsible.	48	36	8	2	6
The school provides an interesting range of activities outside lessons.	24	36	13	5	22

### Other issues raised by parents

- Bullying, centring on supervision between classroom and meeting parents
- Provision for the more able
- Positive comments about the headteacher

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

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

81. Children are admitted to the nursery class in the September of the school year in which they become four. They spend three terms in the nursery part time, prior to moving into the reception classes. Although many children in the nursery go on to the reception classes, about a quarter join the school for the first time in the reception year. The school has a childcare centre on site, which is specifically for the children of working mothers. Although the centre is attached to the school and managed by it, only a small number of these pupils go on to enter the school. The childcare centre was inspected separately from the school in 2000 and was therefore not included in this inspection. At the last inspection, children under five made satisfactory progress; this time, good progress was seen, particularly in reception.

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

82. On entry to the nursery, children's personal, social and emotional development is poor. They lack confidence and find it hard to work with their classmates. From the sound teaching they receive in the nursery and from the good teaching in the reception class, pupils make good progress, develop positive attitudes to school and learn to co-operate with others. Those who remain at the school during the whole of the Foundation Stage of nursery and reception reach the early learning goal by the age of five, laying a good foundation for positive attitudes to learning throughout the school.

83. The nursery staff give sensitive encouragement for children to try new experiences for themselves and this helps them to gain in confidence. Pupils tasted tropical fruit, for example, as part of their ongoing work on 'Handa's Surprise'. They were quite reluctant to try some of the less familiar fruit because of its unusual appearance. Good help and support from the teaching assistant motivated them to taste the fruit; pupils were pleased with themselves and grew in confidence.

84. In the course of whole-class discussions, playing with small models of the real world and in role play, children have ample opportunity to develop an awareness of their own feelings and gradually develop a knowledge of the language they can use to describe them. This results in children who do have problems and concerns being able to approach the adults who work with them to make their needs known. Children's growing ability to accept the needs of others makes a significant contribution to the positive relationships they develop with their classmates.

85. By the end of the reception year pupils have a satisfactory understanding of the basic rules, which makes for harmonious groups, such as taking turns and working together. Children have a developing knowledge of what is right and wrong, and some understanding of the consequences of their actions for themselves and others. They can dress themselves and take care of their personal hygiene. There is good provision of equipment and resources to reflect children's own backgrounds and cultures, and this makes an effective contribution to the development of their sense of self and awareness of their own cultures.

86. In both the nursery and reception classes, staff build trusting relationships with children from an early stage and encourage them to try new experiences. In the best sessions, teachers use varied and suitable teaching methods, including playing alongside children to gain their confidence, and lively and effective interaction with children's play, introducing props at appropriate moments and using questions skilfully to move learning on. Children are encouraged to think for themselves and take responsibility for deciding the activities they will take part in when they are not working directly with the teacher; there is, however, scope to develop this further. Children are given opportunities to demonstrate what they know and understand both during the course of activities and in small and large group review sessions. This makes them think about what they have achieved, take a pride in their work and grow in confidence when talking with others.

## **Communication, language and literacy**

87. Children's communication and language ability is very poor on entry to the nursery. They make good progress in relation to their starting points to attain standards below those expected by the end of the reception year. Most use words and gestures, and go on to develop these into simple statements, changing their tone of voice to make the meaning clear. Their vocabulary in the initial stages is mainly to do with objects and people that are of particular importance to them. It is gradually broadened to reflect the range of experiences that the nursery and reception classes provide, so that they speak to describe or commentate on their actions, to sequence ideas and recreate roles and experiences. However, most children's vocabulary is limited by the paucity of their English language experience prior to entry to the school.
88. As a result of the importance that the nursery gives to books, children quickly begin to enjoy listening to stories and poems, and looking at books with interested adults. By the end of their time in the nursery, most children hold books carefully, the correct way round and understand that the marks on the page carry some meaning. They take a particular interest in the illustrations and listen intently as adults read to them. The reception teachers build effectively on this as they introduce the more formal aspects of literacy, for example, the sounds that letters make. They do this both orally and visually. Children continue to enjoy books in the reception class and the good provision of small models to represent the characters and settings in the stories that they hear is effective in helping them to consolidate their understanding of the story and vocabulary. A miniature scene has been created, for example, to follow up work on 'We're going on a Bear Hunt', and children enjoy playing with the small figures, taking them on the journey and imitating the sounds that they make as they pass through the river and the long grass.
89. Children in the nursery are encouraged from an early stage to make marks using pencils, crayons and paints. They also have a range of good opportunities to develop the co-ordination of eye and hand movements that they need to learn to write when working with clay, scissors and construction equipment. They are encouraged to write their own names to label their work, which helps to build their confidence; some children begin to form recognisable letters as they attempt to write their name.
90. The teaching of communication, language and literature is sound in the nursery and good in reception. Most of the work on literacy, including early phonic work, is done through exciting, practical and imaginative activities, which involve play and talk. Activities are well structured and linked to ensure coherence and continuity in the curriculum. Teaching takes into account children's different attainments and reflects high expectations for children to progress further. This results in sufficient challenge for all, including the small minority of children who can converse fluently and who are beginning to read and write with confidence.
91. Assessments are regular, systematic, informative, objective and clearly linked to the early learning goals. Good use is made of this assessment to help and encourage children to overcome difficulties and to guide ongoing planning for different needs. Teachers know their children well, which makes a substantial contribution to the provision that is made and the good progress that children make.

## **Mathematical development**

92. The school's baseline assessment shows that children's mathematical development on entry is very poor for their age. They make good progress, but only a minority attains or exceeds the early learning goal by the end of the reception year. Children begin to show an interest in numbers and in counting at an early stage because of the well-designed activities provided. In the nursery, for example, pupils sort out different coloured teddies into sets and play number games using dice. In the reception class they count the number of soft toys sitting in a row and follow the teacher in counting up to ten on a number line. Some children correctly identify numerals and realise that the last one in the count is the number in the set. Most of the work children do is oral and as a result of good encouragement from the teacher, they are gradually developing the ability to visualise



numbers in their head.

93. Children in the nursery begin to develop an early understanding of shape and space as they play with shapes in the course of construction and pattern making, and when moving around the outdoor area using wheeled toys. In their work with natural materials such as sand and water, they learn the language and meaning of 'full' and 'empty', 'more' and 'less', and develop an early understanding of mass. Practical experiences, such as cooking, also reinforce this knowledge and help children to develop an early understanding of weight. This work continues when children reach the reception class where they also develop their vocabulary to describe comparisons in size. In their work on the three bears, for example, they were using 'big', 'bigger', and 'biggest'.
94. The teaching of mathematics is sound in the nursery and good in reception. In the best teaching, teachers demonstrate an enthusiasm and present the work on mathematics through purposeful and practical activities, which interest the children. They plan a wide range of mathematical opportunities and make good use of speech to help children develop their mathematical vocabulary in the course of intervening in their play. The use of everyday activities, such as registration, is very good in promoting the use of counting and number recognition. Teachers' planning takes into account children's different attainments and reflects high expectations for all, whatever their backgrounds, including the small number who achieve at higher levels.

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

95. Children's knowledge and understanding of the world is very poor for their age on entry to the school. They make good progress as a result of the good opportunities that are provided to explore and make sense of the world around them, both indoors and out in the nursery and the reception classes. These include a formal element, practical play and visits to places within the locality and further afield. Children find out about some of the properties of materials as they play with sand and water and observe the changes in soil as they add water to it to make mud. Pupils gradually develop confidence in using computers and demonstrate increasing hand and eye control when manipulating images on screen using a mouse in dressing a teddy bear, for example. Those who remain in the Foundation Stage for the full two years achieve the early learning goal in this area of learning by the time they are five.
96. The teaching of this area of learning is good both in the nursery and the reception class. The nursery nurse and teaching assistant interact particularly well with nursery children, posing questions which encourage the children's curiosity. The school has well-equipped outdoor areas, but recognises the need for more precise planning to make more effective use of them.

### **Physical development**

97. Children's physical development on entry is poor, and they generally do not reach the early learning goal in this area by the age of five. They benefit from suitable opportunities to develop manipulative skills when using construction toys and play-dough, and when painting, cutting, drawing and working with role-play equipment. These opportunities are extended into the reception class. Children make good progress and demonstrate increasing control as they manipulate material to achieve the desired effect. Those in the nursery enjoy regular access to the outdoor area, where, supervised by adults, they develop their co-ordination and their awareness of space for themselves and others. The hard play area ensures that children need to control their movements through a growing awareness of the speed and direction in which they travel. Some children demonstrate that they can do this with great accuracy, but many lack confidence and co-ordination. There are dedicated well-equipped areas for children under five. They also have access to the school hall for activities, which give reception children more formal preparation for the early stages of the National Curriculum. They begin to control and co-ordinate their bodies confidently when walking, dancing and running, and develop a satisfactory awareness of their own space in relation to others.
98. The quality of teaching for children's physical development is satisfactory in the nursery and good

in reception. In the best teaching, adults interact with children in the course of activities to help them to develop and extend their skills, joining in with a game involving bean-bags aimed into hoops, for example.

## Creative development

99. Children's creative development is poor on entry. From the satisfactory teaching they receive in the nursery and the good teaching in the reception class, together with the time that they are given to explore and experiment with materials and ideas, children make good progress overall. They achieve standards that are just below those expected for their age by the time they reach the end of the reception year. They enjoy creating a range of different colours and observing the different marks the paint makes on the paper. They respond particularly well to opportunities to express their ideas when singing and moving to music. In the nursery, they enthusiastically learn a range of songs by heart and accompany themselves with movements and mimes. In reception, the three classes came together for a thoroughly enjoyable session of singing and dancing in the hall, taken by a well-qualified music teacher whose expertise and animated style involved all children, who demonstrated their understanding of the feelings and moods of the music. Children develop their ability to make up their own imaginative stories when using the role-play.

## ENGLISH

100. The provision for English is very good. The standards achieved in English by eleven year-olds in the National Curriculum tests in 2001 were well below the national average. Compared with similar schools, they were average, both for attainment at the expected Level 4 and the higher Level 5. From 1997, standards declined sharply to 1999, rose modestly in 2000, but improved at a rate greater than the national trend last year. This represents very good improvement since the last inspection.
101. The standards achieved in reading by seven year-olds in the National Curriculum tests in 2001 were very low compared with all schools and well below average compared with similar schools. In writing, standards were marginally better, but still well below average. This has been the picture over the last five years, with standards in reading rising steadily from a low base but dipping this year, while writing standards have risen steadily almost at the same rate as the national trend.
102. Current inspection findings for pupils aged seven and eleven show that standards in English are broadly similar to the national average. Pupils' very good progress is attributable to the quality of teaching, the positive impact of the Literacy Strategy and their very good behaviour and attitudes. Standards in speaking and listening are good throughout the school; in reading and writing, they are average. Pupils with special educational needs generally make good progress. Pupils who do not speak English at home are enabled to make good progress where there is effective additional support. Different groups of pupils are fully included and enabled to participate in literacy lessons. Thus, from a low base on entry, there is very good improvement throughout the school. No discernible difference in the attainment of boys and girls was observed. There are good indications that these improvements will continue and that the school is likely to meet its targets for pupils aged eleven in 2002.
103. Teachers generally provide very good opportunities for pupils throughout the school to develop their speaking and listening ability. They often set up the introductory part of lessons so that pupils have time to discuss with a partner what they know and have learned, and they acquire and use the language associated with the topic. A very good example of this was seen in Year 1, where pupils enjoyed a familiar story 'Dinner Time Rhyme', quickly picking up the rhyming phrases such as 'Pips likes chips'. Similarly, in Year 2 pupils responded well to the language in 'Josie Smith at Christmas', picking up the authoritative tones of the headmistress, voicing in unison 'the smell of school dinners' and 'wellingtons on radiators'. Pupils in Year 6 spoke clearly and confidently when reporting their investigations into word webs from root words. Pupils in Year 3 were seen reciting and evaluating their poems for the strength of the alliteration. Pupils in Year 3 were also questioning historical evidence, acting out small sketches to dramatise the story of Boudicca's fight against the Romans. Throughout the school, teachers encourage pupils working in pairs or small groups to discuss their work with each other. Often, they take each other's views into account. In Year 5, pupils were seen keenly discussing the use of personification in 'fog' poetry, with examples such as 'hunch-shouldered with a grey face'. Teachers place significant emphasis

on teaching correct terminology, as in a Year 4 ICT lesson when pupils understood the key vocabulary 'edit', 'choose' and 'select'. Again, in a science lesson, pupils in Year 2 focused on reporting the success or otherwise of their electrical circuits, eager to offer explanations. Pupils generally express themselves well in paired discussions. Older pupils are evidently used to brainstorming ideas, which positively increases their oral and listening ability and raises their self-esteem.

104. As pupils' reading ability on entry to the school is generally very low, they do well to attain average standards. In Years 1 and 2, they firmly build upon their use of phonics learned in reception, though their attention to the contextual clues carried in the illustrations is not as strong. They have a real joy for reading. Average and below average pupils, including those with special educational needs and those who do not speak English at home, quickly develop their knowledge and understanding of letter sounds due to the quality of the structured teaching that they experience. This helps them to decipher new and unfamiliar words. Above average pupils demonstrate enjoyment and interest in reading, as seen in Year 2 when they answered questions by reference to the text of a familiar story 'At the park'. Pupils read with increasing fluency and accuracy, and older pupils speak with first hand knowledge of a range of different authors, including Jacqueline Wilson, Roald Dahl and Dick King-Smith. Above average pupils in Year 6 are on track to achieve above average standards. School reading records indicate regular monitoring by teachers and moderate to good progress through regular home reading. This is a good form of communication with parents. Older pupils are adept at using non-fiction books and understand the access provided through contents and indices. Pupils said they used the local libraries and school library. However, the school library, although purpose-built, is too small for this size of school. It is also locked with coded access, unavailable to pupils other than in class library periods. Inevitably, this restricts the development of pupils' independent study skills and research. The reading ability of the majority of Year 6 pupils is sufficiently well developed to enable them to cope with most texts.
105. The standard of writing of junior age pupils seen during the inspection is in line with national averages. Above average pupils in Year 5 and Year 6 have made very good progress so far this year. A good example of this in Year 6 is the writing of autobiographical accounts and their poems on evil, based on the writings of Pastor Niemuller. In Year 5, pupils have written emotive letters to a soldier in the trenches of World War 1; they write competently to personify lightning in such phrases as 'A wicked spirit' or 'A goblin from hell'. Above average pupils really know how to produce descriptions that command attention, such as 'a rhinoceros stampeding in the sky' or 'drumming rain, wind whistling, hailstones like diamonds'. In their poetry composition, 'a huge rushing waterfall' and the word 'devoured' showed expression of the destruction caused by a storm. Pupils of average ability made good progress in writing in the same period. An example of note in Year 4 was their written account of fire fighters trapped in a blaze at a block of flats. Their work shows an improving style as in the instructions to make a cup of tea. Below average pupils in Year 6 learn about housing in the 1930s and write reports that faithfully illustrate conditions. Presentation is good throughout the school, as are standards of spelling and grammar, including punctuation. Pupils know how to sustain argumentative writing as in 'Should Fore Street be closed?' Some use different forms of writing appropriately, for instance, when composing a modern version of the classic 'Cinderella'. In a Year 6 design and technology lesson, pupils appropriately evaluated their 'Fantasy Flower' project against a four-point checklist, although their writing and spelling were noticeably weaker in this non-literary subject. In Years 1 and 2, standards of writing are also in line with the national average mainly due to their rich diet of familiar stories. The most able seven year-olds re-write parts of their story book 'Granny's Quilt', putting the words 'first,' 'then', 'after' and 'finally' into correct sequence. The average and below average pupils, including those with special educational needs, followed a model of the instructions to make a jam sandwich in order to think out their sentences and write, with help, their own versions. For the majority of pupils throughout the school, there is a good variety of writing tasks in the wider curriculum. However, pupils are not given many opportunities to use computers in the classrooms. Writing standards overall are average, but clearly improving due to good and very good teaching. It is presently a school focus and pupils are therefore making good progress.
106. The quality of teaching is good throughout the school. Teachers' overall planning of the English curriculum is very effective. They generally have very high expectations of what pupils should

achieve. This is particularly so within the literacy hour and the way in which they use questioning to draw out meaning and develop pupils' understanding is thoroughly effective. In a Year 4 lesson on poets' use of metaphors, pupils were really forced to think to provide suitable examples of alternative metaphors to use in their 'fog' poems. They worked hard and one pupil produced 'the sun is a fire ball flowing in the air'. At this point, the teacher praised their efforts greatly - one example of the way teachers establish very good relationships in lessons. Generally in literacy lessons, where pupils of different attainment are grouped together, teachers plan work suitable for all abilities. As a result, pupils are challenged to learn and they respond by working hard and productively, making good - sometimes very good - progress. Below average pupils are well supported by teacher assistants and learn well as a result. The teaching of spelling is generally satisfactory and consistently leads to improvements in pupils' written work. Teachers assess pupils' progress closely and effectively in lessons. This helps them to set challenging targets for improvement for individual pupils and groups of pupils. Good planning in Year 2, for example, leads to the level of work being adjusted appropriately in relation to ability. Moreover, where teachers share the learning objectives with their pupils, the latter are clear about what they should know and do. Marking of work within the lesson also identifies plainly what is needed to improve standards and gives pupils a good understanding of their teachers' high expectations. There is evidence of satisfactory use of homework in English, where younger pupils take books home to pursue their reading targets, and the co-ordinators run homework clubs in each key stage.

107. When the co-ordinator arrived in September 2000, there were weaknesses in English provision and poor standards. These have been remedied rigorously and effectively, and the quality of co-ordination is now very good. The way in which test data is analysed has helped the school identify very accurately just what needs to be improved. This has been followed by well-designed plans for improvement. The number and quality of books have improved markedly, helping to stimulate pupils' interest in reading. There has been thorough and effective monitoring of teaching and learning by the co-ordinator, her counterpart in Key Stage 1, the headteacher and the senior management team. The subject leaders have a very accurate understanding of what needs improving and how to go about it. All this results in an effective focus on improvement throughout the school that is having a strong impact upon rising standards.

## **MATHEMATICS**

108. Provision for mathematics is very good. At the time of the last inspection the school's results in National Curriculum tests in mathematics were well below average at the end of both key stages when compared with all schools. By 1999, Key Stage 2 standards of attainment were still well below average, although average compared with similar schools. At Key Stage 1, they were also well below the national average and below when compared with similar schools. The test results for 2001 indicate that there has been an improvement over the last two years at both key stages and particularly by the end of Key Stage 2. This inspection confirms this upward trend. The improved performance is due to the Numeracy Strategy being very well implemented and the overall quality of teaching. Pupils are taught in ability sets in the juniors.
109. This inspection found that pupils are now almost attaining average standards and that levels of achievement are very good. They have a very good attitude to learning and these current standards reflect the school's improvement. Pupils are taught in ability sets in the juniors, in order to give all of them access to the curriculum at their own level. Their ability in computation is good. They are able to recall mentally addition and subtraction facts, and use mathematical language to explain what they are doing. In Year 3, pupils divide using double-digit numbers, while those in Year 4 construct bar charts and communicate the results in different ways. Older pupils have a sound understanding of 12 and 24 hour time. At the end of the key stage most pupils have a secure understanding of place value and record accurately, usually with very little teacher intervention. Higher ability pupils in Year 6 are being challenged to extend their knowledge by analysing number patterns and sequences, trying to identify relationships. Pupils listen to each other carefully and speak confidently using particular mathematical vocabulary. Pupils in Year 2 are now attaining average standards. Pupils have good recognition of mathematical patterns of two-dimensional shapes and many identify specific properties. Year 1 pupils are confident in counting upwards in

fives and tens and are beginning to measure time using non-standard units.

110. Pupils with special educational needs are making good progress. Individual action plans are carefully written and additional teaching support is well deployed. Pupils who do not speak English at home are also making good progress, particularly the very young.
111. The quality of teaching and learning throughout the school is invariably good with frequent very good examples. All lessons are well planned, learning objectives are made clear to pupils at the start and the many high quality resources are used to very good effect. In the best lessons, the pace is brisk and business-like and no time is wasted. Teacher expectations are high and in most lessons, pupils are challenged to develop their own thinking. Teachers' effective use of questioning in many lessons results in pupils being able to explain what they are doing or to suggest different ways of solving a problem. On the very rare occasion when teaching is less effective, lessons lack sufficient challenge and motivation particularly for the higher ability pupils. At such times, teaching has less sparkle and pupils' knowledge and understanding are not extended enough.
112. Teachers are familiar and secure with the National Numeracy Strategy, which they have adopted successfully. The three-part lesson structure is firmly established and all lessons have a clear sense of purpose. At the beginning of each lesson, teachers identify what is to be learned and this is clearly understood by pupils. Teachers show a good knowledge of the subject. Group work is well organised, and tasks differentiated, with learning support effectively deployed. Conclusions to lessons are generally very effective. Key learning objectives are reviewed and the school has introduced several very useful assessment methods that enable teachers to judge how many pupils have understood the lesson. Some teachers provide opportunities for numeracy to be taught in other curriculum areas, such as science and ICT. In one science lesson on materials, for example, effective planning by the teacher enabled pupils to consolidate their knowledge and interpretation of bar charts. Although teachers teach mathematics well in lessons, it is not yet so well developed in other areas of the curriculum.
113. The last inspection noted that the arrangements for assessing pupils' attainment were unsatisfactory; since then the school has made considerable progress. This has been achieved by teachers successfully incorporating various formative assessment methods into their planning and teaching of lessons. Pupils are also set individual targets that are to be achieved either half-termly or termly. Pupils in Years 3 to 5 are formally assessed at the end of every year.
114. The school has made very good progress since the last inspection. The pupils are now attaining much better standards, particularly in number. The very good leadership and management of the subject by the co-ordinator, together with the support of the senior management team, has been integral to this improvement. The co-ordinator has worked very hard to introduce the new scheme of work across the school and her impact has been very positive. There are many very effective monitoring and evaluating methods in place. Planning is closely monitored, pupils' work is rigorously scrutinised and teachers are systematically observed and given appropriate guidance. There is little more that the school could have done since the last inspection. It is a matter of time for the improved standards to work through. Resources are very good and do much to enhance learning.

## **SCIENCE**

115. Provision for science is very good. Standards in science shown by the National Curriculum tests for 11 year-olds in 2001 were below the national average, but above the average of similar schools. This is a tremendous improvement since the last inspection when standards were very low and the subject did not meet statutory requirements. The percentage of pupils gaining the expected level 4 by the end of the juniors has risen from 35 to 81 over the last two years. A high percentage of pupils (39) achieved level 5, which is above the national average and well above that for similar schools. There is no significant difference between the attainment of boys and girls or any ethnic group. Pupils have a very good attitude to learning and enjoy science.

116. Standards seen during the inspection in Year 6 were in line with those found nationally. Pupils showed sound knowledge of forces as they investigated how the weight of an object changes when in air or water. Most showed understanding of an upward force on the object which made it weigh less in water and many named this correctly as the upthrust. All used the correct unit for forces and after careful reminders by their teachers, used forcemeters properly. Above average skills of scientific enquiry were demonstrated in the books of higher ability pupils as well as of many of average ability as they made good predictions about, for instance, the conditions necessary for yeast to grow, or what happens to materials when they are heated. The results of their investigations were recorded neatly in tabular form and the conclusions pupils reached were based on sound scientific knowledge, checked carefully against their initial hypotheses.
117. In Key Stage 1, standards overall are in line with those expected for children aged seven, but above average standards were seen in a lesson in which pupils were making predictions about electric circuits that would work. A high proportion accurately linked the occasions when the bulb did not light to the fact that the circuit was not complete and that this was also dependent on the material in the circuit.
118. Pupils with special educational needs generally achieve well, commensurate with their ability, and those who do not speak English at home are given frequent visual stimulation and learn well through this, progressing rapidly in small, manageable steps, learning new vocabulary and recording their work on paper. There is, however, a small but significant number who fail to reach level 4 by the end of the juniors.
119. Teachers have a good knowledge of science; having been using the Qualifications and Curriculum Authority guidance for over a year, they are now able to adapt it particularly well and match it to the ability range of their pupils, and their command of English. Teachers have very high expectation for the success of all their pupils and plan for a good variety of teaching methods to help them achieve it. Most lessons are practical, with effective emphasis on developing the investigative skills in the context of scientific knowledge in physical science, materials and life science. This is a great strength; from an early age, children are taught how to predict and test their hypotheses in context and so they show above average ability to do so.
120. Teachers develop literacy very well through science. Written work is structured and scientific, with due importance given to clear labelling of diagrams and presentation of results in tables and charts. There is good emphasis put on specific vocabulary and older pupils often have a key vocabulary sheet, such as that seen on forces containing, for example, 'Newtons', 'forcemeter' and 'upthrust'. Of particular note is the way in which literacy and scientific understanding are developed for pupils whose first language is not English. The strong visual stimuli initially provided, for example, for Year 5 pupils were effectively instrumental in helping them make models of the water cycle, discussing it with their classroom assistant and thence learning vocabulary which they used with understanding when writing about the various stages of the cycle. Teachers also develop literacy well through the use of science text books, which closely match the scheme of work. On the days when science is on the timetable, pupils are directed to make good use of their silent reading time by reading the day's topic in their textbook, thus refreshing their memories of previous work, or learning some aspects of a new topic in preparation. The textbooks are also often used for extension work during lessons, which ensures that all pupils are appropriately challenged. Numeracy develops well through science in the use of measurements, such as temperature. Information and communication technology is used satisfactorily to draw graphs and bar charts for data analysis. No examples of datalogging were seen, however, in Years 5 and 6 and there was little evidence of ICT being used extensively for research in individual projects.
121. Teachers' high expectations of standards come from the very good leadership of the subject. The exceptional rise in standards in Key Stage 2 has been achieved by rigorous monitoring and evaluation of plans, pupils' work, modelling of lessons and in-service training in which good use has been made of the expertise of both co-ordinators and the local education authority. The resultant confidence of teachers and the quality of work seen show that this has been most successful. Teachers also have high expectation of behaviour and pupils' attitude to learning, and pupils respond accordingly with very good attitudes to learning. There is a corporate understanding in the

school that learning should take place without disruption and all teachers reinforce this by expecting certain standards during lessons, particularly that pupils should work together and adopt a suitable tone of voice previously agreed by the class. When voices became too loud in a Year 6 practical lesson, for example, the teacher referred them to their low group work voices and pupils obeyed with complete understanding.

122. All classes have a teaching assistant for a certain length of time, which is very effective for science. These assistants are fully involved in the outcome of the lesson and play a very important role in enabling learning to take place at a high level. They keep their own records of objectives, targets and assessments made during or just after lessons and therefore enable the teacher to keep a good track of pupils' achievements. Particularly good use of a teaching assistant's time was seen in a Year 5 lesson where she was helping pupils to make a diagrammatic representation of the water cycle on the computer, which reinforced the pupils' understanding of this. Time is also used well; not a moment is lost during lessons, and pupils produce a good volume of work and are expected to write up their notes as well as doing practical work.
123. A good feature of science provision is the way in which pupils understand what they have learned through the lesson objectives being clearly explained to them at the outset, and teachers thoroughly checking whether the pupils have met these objectives. Homework is used regularly and well to extend the curriculum and a particularly effective feature of Year 6 provision is the weekly science seminar in which teachers reiterate important concepts learned in the week, and further check pupils' understanding.
124. Science has a high profile in the school. This is further enhanced by the school's two successive wins in the local science and technology challenge competition.

## **ART AND DESIGN**

125. Provision for art and design is good. Although only four lessons were seen, the evidence from pupils' work shows that their achievements are good in relation to where they began and standards are mainly in line with those expected for pupils at the end of each key stage.
126. Pupils throughout the school show very good attitudes to learning. They explore and develop their ideas using a range of different media, tools and equipment. Year 1 pupils, for example, used viewfinders to capture images of their classmates and then recorded what they saw using pencil and crayon. Pupils respond well when opportunities are given to investigate the possibilities of a range of materials and processes. Pupils in Year 5 have investigated the effects of combining different media, for example, using colour-wash paint over wax crayon to make complex designs based on the Gorgon, as part of their work on Greek mythology. Pupils have a sound knowledge and understanding of the work of a range of different artists and craftsmen working at different times and in different cultures. They have studied the work of Van Gogh, for example, and produced paintings based on his style of working. They have looked at the traditions of Islamic art and also produced silk paintings based on Ancient Egyptian designs. The evidence of work seen suggests that, overall, pupils develop a satisfactory knowledge and understanding of the visual and tactile elements of art, particularly colour, pattern and texture, as they move through the school. Their skill in evaluating their own and each other's work is good.
127. Evidence from lessons observed and work seen suggests that the teaching of art is good. Teachers have a good understanding of the requirements of the National Curriculum and use national guidance appropriately to support their work. They take care to emphasise the basic skills and techniques that pupils need to develop and give clear explanations and instructions to help them carry out their work. Suitable challenges are set for all pupils to ensure that they make progress and arrangements are good to ensure that potential barriers to learning and assessment are removed. As a result, pupils with special educational needs make good progress because they are well supported by special needs assistants and many achieve standards that are in line with those expected for their age. Those who do not speak English at home are provided with the help they need according to their level of language acquisition. They are therefore able to work at levels



commensurate with their abilities, have full access to the curriculum and make good progress. The school makes every effort to ensure that the curriculum for art and design draws on the differing cultural heritages and backgrounds represented in the school community.

128. The subject co-ordinator has made a good start in developing the art curriculum. She has made a full audit of resources and re-organised them so that they are more accessible to staff and pupils. She is developing a scheme of work based on national guidance and this gives good support to teachers. However, there is scope to develop more detailed guidance for teachers, which ensures that there is a consistency in the progression of the use of media, materials, resources and equipment. There are sensible arrangements for monitoring planning and the school recognises the need to develop a subject portfolio to monitor and exemplify standards. There is now scope to develop the co-ordinator's role further by monitoring teaching and learning through lesson observations. Opportunities to visit places of interest such as the Tate Modern are used well to further pupils' interest and knowledge of art.

## **DESIGN AND TECHNOLOGY**

129. Provision for design and technology is good. At the last inspection, design and technology was judged to be unsatisfactory overall and the requirements of this subject not fully met. There have been very good improvements since then and pupils are currently achieving good standards overall, particularly by the time they are in Year 6. Whilst lessons were observed only in the juniors, it is still possible to make judgements on standards and progress from work in folders and on display. This suggests good overall achievements with much of the work produced linked to other areas of the curriculum and skills, including evaluation, developing progressively.
130. By the end of the Juniors, pupils have made good progress, for example by designing and producing a 'fantasy flower' made to very explicit criteria. The development of this work indicates the pupils' understanding of all aspects of the National Curriculum programme of study, including an initial design to meet the criteria, the development of a prototype and, finally, construction of the product. Pupils show good attitudes to learning as they carefully evaluate their product against the success criteria and consider modifications. They identify what they have learned and can use in their future projects. This work is often above expectation for their age. Pupils discuss the problems they encounter and how to solve them. One pupil, for example, had a very sophisticated design involving spiralled wire to represent stigma, style and stamens. The impact was extremely satisfying but design problems emerged when he tried to attach the wire to the rest of the flower. He went back to the design and was able to see how he had satisfied the criteria to create flower parts but not the one which required the flower to be long-lasting. His peers gave a detached evaluation without any suggestion that the flower was a failure. Pupils who do not speak English at home and those with special educational needs often make good progress because of the very practical and visual elements of lessons. They are particularly supported in group discussions when they are able to hear and use the same range of language to describe the activities with which they have been fully involved.
131. In Year 2, pupils incorporate simple mechanisms, such as wheels and axles, into model vehicles. Pupils' evaluation ability is good when they talk about the vehicles they design, speaking with pride and confidence on how they overcome difficulties and the tools they use. Their work is recorded in folders and is being collected and levelled against National Curriculum stages as part of the school's assessment activity. This also helpfully offers exemplification of different levels of achievement to support less experienced teachers.
132. In all the work on display in both Infant and Junior classes, pupils have investigated, developed, planned and communicated design ideas. They concentrate on testing and trying out pneumatics for making artefacts which move. They investigate two systems, one involving two syringes joined together with a piece of tubing, the other involving, pushing air into a balloon which gradually opens up a monster's mouth which is hinged at the jaw. Such investigations are accompanied by carefully annotated drawings to explain the pneumatics and their impact on the models they are making. Pupils know how to lay out a description of their investigation and how to annotate their

drawings, which are then available when considering the overall success of the finished product. They use tools and a range of materials, understanding that fixing materials is a key task and one of the many problems they have to tackle in technology work.

133. All pupils who spoke about their work in Infant and Junior classes are aware of the importance of evaluation and that evaluation must be against a set of criteria rather than broad generalisations or aesthetic considerations. In Year 6 pupils appreciate that the function and appearance of the fantasy flowers are also important since one of the criteria is 'to brighten up a dark corner', and like the boy experimenting with twisted wire, they are aware that they need to resolve conflicting requirements, the aesthetic impact against the difficulty of attaching the central design. They are also aware that they may not achieve exactly what they plan. They took courage from an article about James Dyson, which indicated that he had built hundreds of prototypes before producing his best-selling cylinder cleaner.
134. The teaching of design and technology is good overall. Teachers offer pupils good models for ways of working, including an appropriate sequence to meet National Curriculum requirements of designing, making and evaluating. The school has adopted a model scheme of work which helps teachers' planning and allows pupils to develop skills progressively. Projects contribute well to other areas of learning and other subjects. In one class, for example, the construction of containers for 'wishes' helped pupils reflect on their greatest desires. In another class a boy designing a pop-up card added a greeting to a parent who lived in another part of the country. In this way he used the opportunity to express very deep feelings. Where opportunities arise, teachers use these approaches to help pupils build artefacts for their projects, such as an Anderson shelter in history and a three-dimensional island when they work in geography in their study of Struay.
135. The co-ordinator is enthusiastic about her subject and gives good support through in-service training and informal advice. The school is aware of previous weaknesses in this subject and has taken appropriate action to improve overall provision and standards, and this indicates sound subject leadership. The adoption of the model scheme of work and the development of a policy with its appropriate emphasis on inclusion and on talking and evaluating, has contributed to the improvements in this subject. Such is the improvement, that pupils recently won awards in Enfield's Science and Technology Challenges, for which they designed bread and a musical instrument against very specific criteria. The development of levelled exemplification is very good and one which will support the assessment of pupils' work. Currently, work is assessed at the end of each unit of work and evaluation of pupils' skills and understanding is used in their next project. The school has built up a good range of resources to help pupils meet the demands of the technology, including making fixing materials and containers, and design plans to help less experienced teachers.

## **GEOGRAPHY**

136. Provision for geography is satisfactory. Only one geography lesson was observed during the inspection because of timetable constraints. However, through the scrutiny of pupils' work and the teachers' planning it is possible to judge that attainment is in line with national expectations at the end of both key stages. During their time in the school, most pupils, including those with special educational needs, make good progress, which is a good improvement since the last inspection when progress was satisfactory. Basic skills in English and mathematics are well used in the teaching of geography, including extended writing and the use and evaluation of statistical data and graphs.
137. Evidence from a scrutiny of pupils' work shows that by the time they are seven, they have completed a comparative study of Edmonton and the Island of Struay, enriched by the Katie Morag books, have tracked 'Jeremy Bear' in his travels to various locations around the world and have a growing understanding of their local environment. The majority of younger pupils write their addresses and are developing an understanding of what they see on their route to school. By the time they are 11, pupils begin to demonstrate an understanding of global links, helped by the diversity of nationalities in the school, and they complete a very comprehensive study of India.

Some of the more able pupils have learned about the effect of plate tectonics on the Himalayas, which develops skills to help them undertake a more independent study prior to transfer to secondary education. The youngest pupils in this key stage are beginning to draw maps and to develop representational skills, mapping a bird's eye view of a table leading to a simple map of the local environment. Pupils in Year 4 are gaining a good understanding of the environment and recycling to sustain it. Year 5 pupils study the local area focusing on 'whether a local street should be closed to traffic'. This demonstrates a good understanding of the use of questionnaires, surveys and extended writing to support the argument. Pupils of all ages and abilities show good attitudes to the subject and are keen to learn.

138. Although it is not possible to make an overall judgement on the teaching of geography, the pupils' work indicates that the quality of planning and expectations of the pupils' work are good. The work seen and the displays around the school reflect the well-planned teaching and presentation of the work is good. The planning indicates well-sequenced lessons that support the pupils' gain in knowledge and understanding. In the one lesson seen, very good explanations of rural and urban environments helped the young pupils understand what they were exploring. The lesson objectives clearly helped the pupils to understand expectations and they were encouraged to use a geographical vocabulary and to study pictures of the locality to help them to understand how the local environment changes. During this lesson, the interest generated by the teacher during an exploration of the gates, old and new, had a positive impact on the behaviour of the pupils and on their learning.
139. The leadership and management of the subject are very good. The co-ordinator checks teachers' planning fortnightly and writes suggestions to enable teachers to help the pupils learn effectively and to ensure that suitable resources are available. This is good support for the teaching of the subject. The curriculum is clearly and satisfactorily linked to the QCA scheme of work and Curriculum 2000. All staff have received training from the co-ordinator in implementing the scheme of work, and this is a very good support for non-specialist teachers. The co-ordinator has attended a training course to support her in her role and has used specific funding well to purchase good resources for all areas of the planned curriculum. Although teachers' planning is monitored well, formal assessment against National Curriculum levels is not yet thorough.

## **HISTORY**

140. Provision for history is satisfactory, as reported at the last inspection. However, in relation to their previous attainment, pupils are achieving well, and the quality of their writing, which was described as being below national expectations at the last inspection, has improved significantly. Attainment at the end of both key stages is similar to that expected for children this age.
141. In Year 6, pupils are studying, 'Britain since the 1930's' with, at the time of the inspection, a focus on World War II. Lessons were seen in two of the three classes in this age group and the teaching was good. In both, pupils had a very good attitude to learning, showing satisfactory knowledge and understanding of some of the key moments of the war as it affected civilians such as the blitz and evacuation. They understood, for example, the need for beds in shelters, because of the danger of being bombed at night and had benefited from their teachers' emphasis on developing technical vocabulary such as 'invasion', 'declaration of war', 'allies', 'rationing' and 'evacuees'. Pupils have developed sound skills in historical enquiry, and are building on the good emphasis on this throughout the school. In a Year 3 lesson, for example, the teacher placed good emphasis on history not being simply about the past but about interpreting the past, and the importance of the interpretation depending on the observer's viewpoint. In both lessons, pupils consolidated their learning that they should discuss each aspect of the evidence they had collected. They listened very well, were keen to join in discussions and sustained long periods of concentration. Learning was effective because of the good teaching which successfully engaged and maintained pupils' interest. They used effective questions to assure themselves that their pupils had understood previous lessons, and were ready to move on to the next stage. Teachers' good knowledge of the subject gave them confidence to present it effectively and they monitored pupils' good progress well. Work in pupils' books of the current Year 6 covered other aspects of the 1930s, such as the

Depression and its significant impact on important aspects such as housing and unemployment. Much of this work is up to expected standards and indicates an appropriate emphasis on the process of note-taking, drafting and re-drafting. However, the quantity is much less than might be expected.

142. In Year 2, pupils showed sound knowledge and understanding when studying the work and life of Mary Seacole. They use a wide range of vocabulary to describe her character and some of their writing is clear and is well expressed. However, writing in the subject is generally under-represented for pupils of this age. Although they have a good idea of the actual dates of the period, they have not yet developed a real concept of how long ago the period is. All pupils in the lesson seen made good progress in their knowledge of the story of Mary Seacole as a result of good teaching. All were fully involved and applied intellectual effort with good levels of concentration, responding well to their teacher's clear explanations and demonstrations
143. The national guidance from the Qualifications and Curriculum Authority has been adapted to meet the learning needs of the pupils, but also ensures that statutory curricular requirements are met. The school's documentation is very comprehensive and, together with good teaching and planning, ensures that the quality and range of learning opportunities are good. Resources are good, including videos, a good range of books, picture packs and cassette tapes. There was also a good range of appropriate artefacts on display, for example actual household items of the 1930's. Display, overall, is good.
144. Leadership of the subject is very good. The co-ordinator is knowledgeable and has made a significant and effective impact since her appointment just over a year ago. She is also a very good teacher and has given lessons with other teachers observing to help them raise their standard of teaching. Information and communication technology is used well in history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

145. The provision for ICT is good with some very good features. At the time of the last inspection, attainment and progress in ICT were in line with national expectations in both key stages. Since then there has been considerable improvement in provision with the establishment of a computer suite. The subject itself has been expanded to include connections to the Internet and to email. Standards of attainment and of pupils' progress, with the use of the suite fully integrated into the general curriculum, remain average at the end of Key Stage 1 and above expectations at the end of Key Stage 2. Pupils with special educational needs make good progress in both key stages.
146. Pupils' attitudes to ICT are good. By the time pupils leave the school, above average pupils in Year 6 confidently identify formulae and enter them into spreadsheets. They investigate changing values through the use of formulae. Such skills are beneficial to their Literacy and Numeracy competence. Pupils in Year 5 use a paint programme, with visually exciting effects, to imitate abstract art and the work of the cubists, comparing and contrasting the processes involved. Pupils in Year 4 responded to the images on the Interactive White Board and edited a scanned drawing of Henry VIII by one of their classmates, filling the image with colour and adding crayon and chalk effects. By end of Year 2, above average pupils enter data as pictograms. Average and below average pupils experiment, for example, with flood-fill in their art designs in the style of Mondrian. Pupils in Year 1 and Year 2 confidently log on and off, save their work to disc and demonstrate alternative ways to move the cursor. They enjoy correcting or amending text, such as editing a shopping list by using their previously learned skills changing size, the type and font and inserting lines.
147. Teachers provide very good opportunities in ICT, especially within the suite. The quality of teaching reflected in the scrutiny of pupils' previous work was good; taking this and all other together confirms the judgement that teaching and learning in ICT are very good in both key stages. In a very good lesson in Year 2, pupils' knowledge and understanding of the computer mouse and keyboard, and their associated vocabulary were effectively developed. In the junior classes, pupils in Year 3 were encouraged to demonstrate their competence in word processing accounts of the

Vikings and scenes in India to improve their presentation. In Year 4, pupils were given opportunities to reinforce and extend their skills of editing scanned images after the very good model demonstrated by the teacher on the Interactive White Board. Thus, teachers present challenge to pupils to make the most of their developing skills, even adjusting software to match the needs of below average pupils, those with special educational needs and those who do not speak English at home. Older pupils in Year 5 make good progress in manipulating shapes and images to create pictures after the style of Matisse, Picasso, Mondrian, Klee or Kandinsky; Year 6 pupils very effectively polished their knowledge and understanding of the use and facility of spreadsheets. In a very good lesson in Year 6, the teacher's 'Powerpoint' presentation was a very good stimulus to pupils to use a range of tools to create abstract images.

148. The ICT curriculum is well planned and its teaching is managed effectively. The enthusiastic co-ordinator has been instrumental in installing the ICT suite. She has set sensible priorities and has managed to increase the confidence of staff. She has used the new suite for school workshops. The training received through the National Opportunities Fund has also boosted teachers' confidence and basic skills significantly. The co-ordinator's leadership and management actively promote high standards. The school's ICT resources are very good. They are deployed and managed effectively and efficiently. Generally, good use of the ICT suite promotes pupils' skills that can be further developed on class-based computers. The teaching of skills is enhanced by the use of an Interactive White Board in the suite. The subject is governed by a policy and scheme of work that demonstrate how skills should be developed across the school. Moreover, there is a policy agreed with parents for the monitoring of access to the Internet that represents very good practice. The use of ICT is encouraged through the general curriculum and there are good links with history, geography, science, mathematics, art and literacy. No difference in the enthusiasm of boys and girls for the subject was observed. Procedures for assessment of pupils' attainment are in place, including the regular self-assessment sheets after an ICT session. A portfolio of pupils' levelled and annotated work supports this process very effectively.

## MUSIC

149. Provision for music is satisfactory. Standards are broadly in line with those expected for pupils this age at the end of both key stages, similar to those reported at the last inspection. Four lessons were observed, all taught by a music specialist. In addition, an achievement assembly was attended in which music played a significant part, and a class for choir and recorders was also seen. The overall quality of teaching is good.
150. In Year 6, where two lessons were observed, pupils sang songs such as 'Down by the Sally Gardens' and 'When the Saints come marching in' well. Standards in singing are good. Pupils showed good control of their voices, maintaining pitch and rhythm as they sang in two-part harmony. In one class there was a quick recorder rehearsal in which pupils played Pachelbel's canon in two-part harmony to a good standard. In the parallel class, pupils sang in tune, with good expression and articulation. The teacher is keen, in all lessons, to emphasise diction, breathing and intonation. They had a good understanding of technical vocabulary such as 'ostinato', 'crescendo' and 'diminuendo' and in small groups used the pentatonic scale on the glockenspiel to beat an ostinato satisfactorily. Overall standards, including composing, listening and appraising, are in line with those expected for pupils this age. In these lessons, pupils' attitudes were very positive as they enjoyed the music and responded well to the good, controlled teaching and pupils clearly have respect for their teacher.
151. In Year 2, standards are in line with those expected for this age group. In one lesson observed, pupils played unpitched percussion, such as triangles and maracas, enthusiastically. They beat the rhythm correctly, all keeping time to the music played by their teacher on the piano, and they handled the instruments very sensibly. Those not playing instruments danced joyfully, also in time to the music. Despite the potential for disruption, all pupils followed instructions well and their behaviour was very good. This was because they enjoyed the lesson and knew what they had to do as they listened carefully when the teacher made clear the learning objectives. Pupils had time to practise their recorders and also developed their listening ability well as they followed carefully

the teacher as he conducted. They listened to him when he explained very clearly about breathing techniques and had sound understanding of the difference between long and short sounds, and loud and soft sounds. All pupils, including those with special educational needs and those who do not speak English at home, made good progress in applying creative and physical effort in their work as they responded well to the very good teaching.

152. In Year 3, pupils were given good opportunities to develop their composing skills as they improvised rhythms on unpitched instruments, such as a guitar board, maracas, African and large drums, triangles and beaters. Their listening ability is developing satisfactorily. A pupil was asked to strike a triangle whilst the rest of the class listened as the sound resonated around the room. With practice, all pupils listened harder and heard the sound for longer. All enjoyed developing both their listening and playing ability, concentrating well on what they had to do. Teaching was good in this lesson. The ambience was good and the teacher's obvious ability gave him confidence to demonstrate energetically to the class. He managed his pupils well and ensured that they responded well to his high expectations of both standards of performance and behaviour.
153. Both in the achievement assembly and in the choir practice, pupils sang to a good standard. The music specialist is keen to develop recorder playing, which is emphasised heavily in his teaching. Standards in this, as in most aspects of music, are not as high as might be expected by this emphasis. All the statutory curriculum is taught, but in insufficient depth because there is not enough time for the subject on the timetable. Each class has just half an hour of music every other week, with weekly singing at the achievement assembly and some recorder playing. The timetabled recorder group and choir rehearsals do not consist of the same pupils. The result is that pupils do not consolidate their learning frequently enough and whilst they make good progress in lessons, they fall behind by the time of the next lesson and some of the benefit is lost. This was clearly seen in their recorder playing, when, because most have a lesson every other week, pupils are not encouraged to practise frequently enough. The school does not support the music specialist's teaching by planning and timetabling music for classes for the weeks when he is not teaching particular classes and does not make use of the musical expertise of some of the teachers on the staff.
154. Planning in music has improved since the last inspection. The school follows the guidance from the Qualifications and Curriculum Authority with adaptations from other authors and publishers. The subject benefits from having a dedicated music room that is well resourced.

## **PHYSICAL EDUCATION**

155. Provision for physical education is unsatisfactory. At the last inspection, attainment in physical education at the end of both key stages was found to be in line with national expectations, and progress satisfactory. The quality of teaching was also seen as satisfactory. During this inspection, six games lessons were observed, none in Years 5 or 6. On this evidence, it is judged that there has been a decline in both standards and in the amount of progress pupils are making.
156. In Key Stage 1, most pupils practise well the simple skills of catching and throwing, but there is little evidence of control or accuracy. Pupils in Years 3 and 4 send and receive a ball using a hockey stick, but very few pupils develop these skills or transfer them into co-operative paired work or small-sided games. They have some opportunities to make decisions about their work, but their planning and evaluating ability is generally underdeveloped. On this evidence it is highly unlikely that pupils in Years 2, 3 and 4 are on course to meet national expectations by the end of the year. Therefore, overall, standards are unsatisfactory.
157. The teaching of physical education is broadly satisfactory. Most lessons have some good features but generally too many lessons have significant weaknesses. The key weakness is that teachers have too low expectations of what pupils can and should be achieving. This is due to their lack of subject knowledge. Where teaching is good, the management of pupils is effective. Teachers give clear instructions and lessons are well organised. As a result pupils are interested in their work and are motivated to participate. They are interested in and enjoy what they do and are very keen

to learn, enthusiastically and maturely working in pairs and in small groups, sensibly sharing resources and the limited space. Where teaching is ineffective, teachers' knowledge of the subject is invariably weak. Too many lessons result in too little challenge for the pupils. There were too few occasions in the lessons seen where teachers concentrated on a particular skill to help pupils improve. As a teaching technique, teachers used pupils to demonstrate but the purpose of them was not always made clear enough to the pupils and they were not able to evaluate what they were doing. Overall, as a result of ineffective teaching, pupils do not increase their understanding of how to improve the quality of their work. The teaching of physical education is made more difficult by unsatisfactory facilities. The uneven playground does not help the teaching of games. The hall on the middle floor is used as a thoroughfare and this impinges on teachers trying to teach effectively in a limited space.

158. The co-ordinator has just been appointed and is keen and enthusiastic about her role. The scheme of work has recently been introduced, providing detailed and comprehensive units of work that are broken down into individual lesson plans. However, the scheme does not offer advice to teachers on how to teach skills effectively. Consequently, further guidance is needed to help teachers translate this very useful scheme into practical but meaningful lesson plans that suit pupils' abilities.
159. The planned curriculum meets statutory requirements and the subject's curriculum map ensures full coverage of all areas of activity. The resources are adequate.

## RELIGIOUS EDUCATION

160. Provision for religious education is good. Although only three lessons were observed during the inspection due to the subject being blocked on the timetable with personal, health and social education. The wealth of work on display in classrooms – all done by pupils themselves – shows that teaching is good and standards are above those expected for children this age; overall standards are good. In many cases, standards are higher judging by the amount of individual research done by the pupils and in the development of literacy through religious education. At the time of the last inspection, no judgements were made because of insufficient evidence of work, but this has now improved: there is a great deal of thoughtful work of a mature nature which enables a judgement of standards to be made. All pupils, including those with special educational needs, make good progress.
161. Pupils in Year 6 have made displays comparing different religions, showing very good attitudes to learning. They have researched and summarised many different criteria, such as God, Holy Book, dietary requirements, festivals, beliefs and laws for Christianity, Islam, Hinduism, Judaism, Buddhism and Sikhism. This has not only given them an insight into the beliefs fundamental to the religions, but also extended their research skills. There are many examples of research into different religious beliefs in most junior classes, for example, displays on Hinduism, 'God is everywhere, always there when you need him', and celebrations, such as Diwali, the festival of light at the beginning of the new year.
162. The standard of work shows teachers' good subject knowledge and high expectations. Older pupils, for example, are expected to use their knowledge of Buddhism to answer fundamental questions about how they would deal with moral dilemmas arising from where they see wrong being done. 'What would you do if you saw your friend take sweets from another child's bag?'
163. Teaching standards are generally good throughout the school. Teachers make good cross-curricular links between religious education and, for example, art, where clay models of Buddha have been produced. Religious education is used well as a vehicle to extend literacy. Infants write and illustrate stories of Jesus' birth and Year 5 retell Bible stories, such as the feeding of the 5,000, in their own words. At all levels, pupils make small booklets which are so characteristic of how literacy is developed through the curriculum. These show mature feelings about, for example, the four sights of Buddhism, old age, sickness, death and a holy man. Older pupils relate these very well to their own life. Younger pupils write about special people: a Hindu wrote about Krishna, a Christian about Jesus Christ. Other children write about their families.
164. Teachers use class discussion well during religious education and this was a good feature of lessons seen. In the best lessons, teachers structured questions very well and used a wide range of resources to stimulate learning. The same emphasis is placed on practical activities as in other lessons for pupils who do not speak English at home. These lessons may, for example, result in large collages to depict Hindu gods. Visits are made to a Christian church, where the baptismal sacrament is demonstrated and the priest explains his costume and vessels used for Eucharist.
165. Teachers follow the local agreed syllabus well and ensure that pupils gain a good knowledge of all major world faiths, and compare them with each other, for example, by places of worship, of Christians, Jews and Moslems. Festivals from all religions are celebrated and often this includes many members of the school. Pupils learn to tolerate and understand the beliefs of others and learn much about the culture behind the religion, gaining understanding of the diverse cultures in their school reflecting the world outside.
166. The last inspection found that documentation for religious education was at an early stage of development. Since then a new co-ordinator has been appointed and the subject is the specific focus for development this year. The co-ordinator is enthusiastic and keen to help other teachers. Currently additional resources are being purchased to help stimulate and develop pupils' understanding of the key topics.