

INSPECTION REPORT

ST IGNATIUS RC PRIMARY SCHOOL

Stamford Hill

LEA area: Haringey

Unique reference number: 102144

Headteacher: Mr R Herring

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: 15 -19 January 2001

Inspection number: 210891

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 -11 years
Gender of pupils:	Mixed
School address:	St Ann's Road Stamford Hill London
Postcode:	N15 6ND
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Bray
Date of previous inspection:	February 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27290	Mrs Christine Huard	Registered inspector	Art & design. History.	What kind of school is it? How high are standards? a) The school's results and achievements. How well is the school led and managed?
9010	Ms Gail Elisdon	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
31914	Mrs Colette Gribble	Team inspector	The Foundation Stage. Music. Special educational needs.	How good are the curricular and other opportunities offered to pupils?
2391	Mr Peter Gossage	Team Inspector	Design and technology. Information and communication technology. Equal opportunities.	
15023	Mr Ali Haouas	Team Inspector	English. Physical education. English as an additional language.	
8798	Mr Dennis Maxwell	Team Inspector	Mathematics. Geography.	
15236	Mrs Morag Thorpe	Team inspector	Science.	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Ignatius RC School is larger than most primary schools and provides an education for 413 girls and boys between the ages of four and eleven in the main school, with a further 67 children attending part time in the nursery. The school serves the local parish of St Ignatius but many pupils attend from neighbouring parishes, three of which are in the nearby borough of Hackney. Attainment on entry to the school is generally below average for the area. There are 131 pupils (31 per cent) on the school's register of special educational needs, which is above average. The majority of pupils with special needs have moderate learning difficulties but other difficulties include specific learning (dyslexia), severe learning, emotional and behavioural, speech and communication and dyspraxia. Four pupils (0.9 per cent) have Statements of Special Educational Needs, which is below the national average. A very high proportion of pupils are from ethnic minority backgrounds. English is an additional language for 217 pupils, of whom 75 are at an early stage of learning English. The proportion of pupils entitled to free school meals is 36 per cent, which is above the national average.

HOW GOOD THE SCHOOL IS

St Ignatius RC Primary is a good school, which provides its pupils with a broad and well-balanced education. Standards in English, mathematics and science are typical of those achieved by pupils of the same age nationally. Teaching is good overall and has improved significantly since the last inspection. The overall leadership and management of the school are good. The headteacher gives a clear and positive direction to the work of the school. The school has made significant improvements since the last inspection and provides highly satisfactory value for money.

What the school does well

- The leadership and management of the headteacher are very good and he is well supported by a strong senior management team and knowledgeable governors.
- The teaching is good overall, enabling pupils to learn effectively.
- The provision for pupils with special educational needs and those acquiring English as an additional language is very good.
- Pupils have very good attitudes towards their work, they are eager to learn.
- Behaviour is very good and there is no bullying or oppressive behaviour.
- The school places a high emphasis on equal opportunities and ensures that there is equal access to all school activities for all pupils.
- The school's provision for spiritual, moral, social and cultural education is very good.
- There are effective links with parents and the school provides good quality information for them.

What could be improved

- Standards in information and communication technology and design and technology are below what is expected.
- There is a small amount of unsatisfactory teaching.
- Pupils have too few opportunities for independent investigation in mathematics and science.
- Higher-attaining pupils are not always challenged appropriately in mathematics and science.
- Levels of attendance are unsatisfactory and too many pupils are late for school.

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 February 1999 and found to have serious weaknesses in a number of key areas, including teaching, leadership and management and the spiritual and cultural development of its pupils. A visit by Her Majesty's Inspectorate in March 2000 reported that the school was making satisfactory progress towards addressing the issues, although some still remained, notably in leadership and management. Since then the school has made good progress towards addressing most of the issues and is well placed to make further improvements. Standards have improved because teaching has improved significantly. Only a very small proportion of lessons observed were unsatisfactory in this

inspection and a much higher percentage of very good and excellent teaching was seen. The climate for learning is now good. The school has an ethos which reflects and celebrates its cultural diversity and focuses clearly on equal opportunities for all pupils. The leadership and management of the headteacher are very good and the appointment of a new deputy headteacher strengthens and balances the restructured and more effective senior management team.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	C	C	B	A
Mathematics	E	E	D	B
Science	D	D	C	A

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

By the end of the foundation stage pupils have made good progress, although many have not reached the required standards in language, literacy and communication, mathematics and knowledge and understanding of the world. In national tests last summer, seven-year-old pupils attained standards which were below average in reading and average in writing and mathematics when compared with pupils of the same age nationally. Standards are well above those in similar schools. The school's targets for eleven-year-olds in English and mathematics were achieved in last summer's tests and the school is well placed to achieve the targets set for this year.

Pupils now in Year 6 achieve standards in English, mathematics and science which are line with what is expected. Standards in English are slightly lower than they were last year. This is because, although the current pupils make good progress, test results from past years show that last year's pupils were a particularly high-attaining group. Standards in mathematics are improving because pupils are now taught in sets based on their ability. However, in mathematics and science pupils have too few opportunities to apply the skills they have been taught in practical situations. Standards in music are above average. In art, geography, and physical education pupils achieve standards which are in line with what is expected at the end of Years 2 and 6. Standards in design and technology are in line with expectations at age seven but below average at age eleven. Standards in information and communication technology are below average, although pupils are making sound progress. Pupils achieve standards in history in line with those expected at age seven and above average by age eleven. Pupils with special educational needs make good progress overall, as do the pupils for whom English is an additional language. Overall achievement is good. Children enter the school with attainment below average and leave with standards about average.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes towards their work and enjoy attending school.

Behaviour, in and out of classrooms	Behaviour is very good overall, both in class and around the school. There is no oppressive behaviour or bullying.
Personal development and relationships	Pupils respect and listen to one another's views and collaborate well in class and when playing together. Relationships are very good.
Attendance	Attendance is unsatisfactory and below the national average. Levels of unauthorised absence are high. Too many pupils are late for school.

The school is a friendly and welcoming community. Pupils throughout the school are considerate and reflect carefully on the effect of their actions on others.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	very 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. It is satisfactory or better in 95 per cent of lessons. In 62 per cent it is good or better and in 32 per cent it is very good or better. Ten per cent of lessons are excellent. The skills of literacy are well planned for and well taught and this enables pupils to learn effectively. Numeracy skills are appropriately planned and taught and result in sound improvements being made in most classes. However, pupils have too few opportunities to apply the skills they learn in problem solving situations. Strengths in teaching include the high expectations of pupils in work and behaviour, the sharing of learning objectives so pupils are clear about what they are to learn and good quality concluding sessions which enable teachers and pupils to see how successful they have been. The school meets the pupils' needs effectively. The teaching of pupils with special educational needs is good because teachers' planning provides appropriate, individual tasks and learning assistants are well briefed and provide effective support. Pupils for whom English is an additional language are very well provided for and learn very effectively. Most of the small amount of unsatisfactory teaching occurred in mathematics and science. It was due to a number of factors: poor behaviour management, inappropriate challenge for pupils and poor lesson planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality and range of the curriculum are good. It has improved since the last inspection with the greater involvement of the local community and a wide range of extra-curricular activities.
Provision for pupils with special educational needs	Very good provision enables these pupils to make good progress because work is well matched to their individual needs.
Provision for pupils with English as an additional language	This is very good. Pupils are effectively assessed and very good quality teaching and support provided for them within the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural	Overall provision in these areas is very good and represents a significant improvement since the last inspection.

development	
How well the school cares for its pupils	The school provides a secure, caring and supportive environment in which its pupils can grow and develop.

The curriculum meets statutory requirements. A particular strength is the school's emphasis on equal opportunities. The school works very hard to involve parents through a range of projects. They are made to feel part of the school community. Their help and participation in school is encouraged.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a quiet dynamism, is experienced and has insight and vision for the future of the school. He is very well supported by the whole staff. The re-structured senior management team makes a major contribution to the smooth running of the school. All share the commitment to on-going improvement.
How well the governors fulfil their responsibilities	Committed governors support the headteacher and school effectively. They are keen and enthusiastic and aware of their responsibilities, which they carry out effectively and efficiently. They play an active part in the school's development and improvement.
The school's evaluation of its performance	The school has a good overall monitoring and evaluation strategy. Pupils' performance is carefully tracked and monitored on an individual and year group basis. The implementation of the literacy and numeracy strategies has been well monitored through classroom observations.
The strategic use of resources	Very good use is made of all resources – staff, financial and material. The accommodation is sound but difficult to maintain. It is made attractive by the displays of pupils' work. It is well used.

Because the school is spread between 4 buildings it is expensive to maintain in good condition. The leadership and management are much improved and the team leaders' and subjects managers' responsibilities have been clearly defined to reduce the overlap identified previously. The school effectively uses the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The teaching is good and they make good progress. • The school expects the children to work hard and do their best. • The teachers are always willing to discuss problems when they arise. • They are well informed as to how their children are getting on. 	<ul style="list-style-type: none"> • Some parents were concerned about bad behaviour and bullying. • There are too few activities for children after school.

The inspection team agrees with the parents' positive views. There was no evidence of bullying or poor behaviour during the inspection. Children 'let off steam' in the playgrounds but at no time are out of control. Too few after school activities was an area of concern at the previous inspection. These have increased in both range and number and are now good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception classes during the autumn term of the year in which they are five. Most have come from the school's nursery on the same site. Their attainment is below average overall based on assessments made at this time. Within this there is a wide range of overall ability. Many pupils' communication skills are at a low level. Pupils in the reception classes are working at the appropriate level for their abilities, although below that expected, within the 'stepping stones' of the Foundation Stage. They are unlikely to achieve the standards expected by the Early Learning Goals by the time they enter Year 1.
2. At the age of seven, the percentages of pupils achieving the expected level 2 and the higher level 3 in the national tests for 2000 in writing and mathematics were close to the national average. In reading, standards were slightly below those which are typical for seven-year-olds. The results in reading and writing are well above the average attained by pupils in similar schools and above average in mathematics. Over the last four years the results have fluctuated but results in 2000 showed an upward turn. Inspection evidence shows that pupils are currently achieving standards in reading, writing and science that are in line with what is expected. During the inspection no significant difference in the performance of girls and boys was observed.
3. At the age of eleven, results in the national tests in 2000 were above the national average in English, average in science and below average in mathematics. When compared to similar schools, results were well above average in English and science and above average in mathematics. The results show a significant improvement over the previous year in all three subjects and pupils are currently achieving standards that are well in line with expectations. The overall trend of improvement over time is broadly in line with that shown nationally. There was no significant difference in the performance of boys and girls.
4. In the last inspection, standards were judged to require some improvement. The findings of this inspection are that standards have improved significantly in English, particularly at Key Stage 1. Standards in mathematics at Key Stage 2 have also improved, partly due to the school's recent decision to teach pupils in groups according to their ability. Some further improvement is still required, particularly in ensuring that pupils are appropriately challenged. Standards in design and technology and information and communication technology (ICT) have improved but are still below those expected. The full curriculum is now being taught in ICT and pupils are making at least sound progress but have some catching up to do. Standards in design and technology have improved since the headteacher took over the management of the subject. Standards in music are above average and those in art, geography, science and physical education are well in line with what is expected. In history, the younger pupils achieve standards in line with what is expected and the older pupils achieve above average standards.
5. The school set challenging targets for standards to be reached in both English and mathematics in the last year's national tests. Both were slightly exceeded. In the current year, targets set are again challenging but realistic and the school is well placed to achieve these.
6. The inspection evidence shows that pupils make good progress as they move through the school and pupils achieve higher standards than might be expected given their attainment on entry. From an examination of pupils' work, overall standards achieved in Year 6 English, mathematics and science are average and standards of learning are good. In nearly all of the lessons observed, progress made was at least satisfactory. Pupils show a good general knowledge and understanding of work being covered, for example when solving problems in mathematics or scanning text for specific information in literacy. Orally they show good recall and good writing and literacy skills enable much written recording to be of a good standard.

7. In English pupils make good progress, particularly in reading and writing. By the age of seven, they achieve average standards. In the lessons observed during the inspection pupils made at least satisfactory progress, particularly when teaching was stimulating and effective. Pupils develop good speaking and listening skills. They are confident and have a wide vocabulary and good language skills. They learn very well through discussion activities in English and other subjects, such as science and music. Pupils in Key Stage 1 enjoy reading and show confidence when reading aloud. They have a good range of reading opportunities and most have sound strategies for tackling new or unknown vocabulary. Very good records are kept of progress made and guided reading activities promote effective learning. Pupils develop sound writing skills. Punctuation is largely correct, although spelling is not of a consistently good quality.
8. In Key Stage 2, pupils make good progress and by the age of 11 achieve the standards expected. Speaking and listening skills further improve and are advanced by participating in school activities, such as class assemblies. Pupils' literacy skills are increasing and many older readers can successfully skim and scan texts for information and discuss this confidently. Pupils' confidence in reading independently aids their progress in English and other subjects, such as mathematics. Pupils write neatly in a joined script; most words are generally spelled correctly. The use of writing frames enables pupils to experiment with a range of writing styles. Some older pupils are working above the expected level. Pupils with special needs receive highly effective support from both the support assistants and class teachers. Higher-attaining pupils are developing more complex writing skills, use more advanced writing strategies and show a good grasp of paragraphing and structure.
9. In mathematics, the standard of work of the pupils currently in Year 6 is well in line with what is expected for pupils of their age and an improvement since the tests at the end of last summer, which showed standards to be below average. After the tests the school carefully analysed the results and identified where weaknesses occurred. It decided to teach the pupils in ability groups so that teaching could be more focused. Pupils in Year 2 attain average standards. In the lessons seen during the inspection, pupils in both key stages made sound progress overall. Pupils with special educational needs made good progress because appropriate yet challenging tasks were prepared for them. Higher-attaining pupils did not always make good progress because they were sometimes set tasks which were too difficult. The evidence of their previously completed work shows that pupils have made good progress over time. The numeracy strategy has been consistently implemented and has been of positive benefit. The school's policy of setting ensures that pupils usually receive well focused help and work which is matched to their prior attainment. Mental mathematics activities at the start of each lesson regularly enable pupils to learn basic skills such as tables. However, older pupils have too few opportunities to solve problems independently and put the skills they have learned into practice.
10. In science, results of Teacher Assessments in 2000, at the age of seven, were broadly in line when compared to all schools nationally and above average when compared to similar schools. Pupils make good progress through Key Stage 1 and most are achieving standards in line with national expectations. The quality of pupils' learning and therefore the standards reached are variable through Key Stage 2, and these are directly linked to the quality of teaching, which varies from excellent to poor. By the end of the key stage standards are generally sound, although too little emphasis is given to pupils asking questions and devising their own investigations and experiments. Too much reliance is placed on a science scheme to lead the subject and this is inhibiting the quality of children's learning and the standards achieved.
11. Pupils with special educational needs in both key stages make good progress. They achieve well in lessons when work is appropriately matched to their abilities. Individual Education Plans are available in all classes and identified targets are precise and measurable. Pupils' specific needs are met on an academic and individual basis. There is good evidence of the benefits of these plans in the pupils' results and personal development. This progress is tracked by staff using the plans and new targets set when appropriate, in order to increase standards in performance and behaviour.

12. Pupils with English as an additional language make good progress overall. They achieve best when they are supported by the externally funded teachers and are taught in small mixed groups of single and dual language learners. Targets for raising their achievement are well established and effectively used to enable them to make good progress over time.
13. Overall, pupils are achieving higher standards than might be expected because a stimulating and interesting learning atmosphere is created for them. Teachers know their pupils well and try to match work to their individual needs. Pupils' progress is assessed and mapped effectively so that the next steps of learning are appropriate. Good support is provided in the classroom from support staff and voluntary helpers alike.

Pupils' attitudes, values and personal development

14. The satisfactory attitudes and behaviour reported in the last inspection have been significantly improved and are now, overall, very good.
15. Pupils of all ages enjoy school and learning very much. This was evident, for example, from the look of sheer pleasure on the faces of Year 4 pupils as they made progress in a dance lesson. Most pupils have positive attitudes towards their work. They concentrate well and persevere until tasks are completed. Many enjoy talking about what they have done. For instance, two Reception pupils were very keen to show the daffodil and hyacinth bulbs they had grown and spoke very sensibly about them. Pupils listen carefully to their teachers and each other. They respond enthusiastically to questions and are very willing to join in discussion. By the time pupils are eleven most are very good listeners and some are impressively articulate. Many older pupils also have good independent study skills developed through the use of high quality homework.
16. Because teaching has improved, behaviour is now good in most lessons. In the few lessons where teaching is not well planned, pupils lose concentration and become restless leading to unsatisfactory behaviour. Behaviour is also good in assemblies and at lunch times when pupils respond well to the positive strategies employed by the midday assistants. However, behaviour on stairways, particularly in the Anne Line building, is often too boisterous when pupils are unsupervised. Three boys were excluded for confrontational behaviour in the year prior to the inspection.
17. Relationships amongst pupils are very good; this is one of the school's real strengths. Pupils represent a diverse range of ethnic backgrounds and mix well, working and playing together harmoniously. During the inspection there was no evidence of bullying. Pupils show caring attitudes towards one another, exemplified when classmates of a Down's Syndrome boy made sure he had his hat on before going out into the cold. Pupils relate well with staff and are open, warm and welcoming towards visitors. Although apparently common at the time of the previous inspection, there is now no evidence of pupils showing lack of respect for teachers. Through the strong and supportive ethos of the school, pupils learn to respect the values, feelings and beliefs of others. They are tolerant and accepting. This was very apparent in a Year 6 assembly when pupils spoke about pilgrimages made by Muslims and Hindus and prayed sincerely for followers of these faiths.
18. Pupils respond well to opportunities for their personal development. They willingly take responsibility for such things as returning dinner registers, arranging the music for assembly and showing visitors round and perform these duties conscientiously and with pride. School Forum members undertake their role seriously and sensibly.
19. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are motivated, keen to learn and enjoy the attention given to them when they work in small groups. The positive ethos of inclusiveness in the school enables them to become confident and fully integrated.
20. During the week of this inspection attendance was good. However, overall it has declined over the last two years. In the last full reporting year it was marginally below the national average. Some

recorded absences are for pupils whose parents have transferred them to other schools without letting the school know. Unauthorised absences continue to be above the national average. Punctuality has improved but in a few classes several children arrive a few minutes after the start of the school day, disrupting the morning registration period so that it cannot be used as a constructive learning time. Some pupils, mostly those of African Caribbean descent, arrive even later. This results in missed opportunities and is detrimental to their progress. Registers are marked promptly at the start of the morning session and again in the afternoon. Latecomers are now marked in once arrived; this ensures their presence is known in case of emergency evacuation.

HOW WELL ARE PUPILS TAUGHT?

21. Since the last inspection there has been a significant improvement in the quality of teaching throughout the school. It has improved from unsatisfactory to good and is now one of the school's strengths. These findings also reflect the opinion of the majority of the parents who made their views known. The quality of learning closely follows that of teaching. Of the 78 lessons or parts of lessons observed: 95 per cent of teaching was satisfactory or better, 62 per cent was good or better, 32 per cent was very good or better and 10 per cent was excellent. Five per cent of teaching observed was unsatisfactory or poor, most of which was in mathematics and science. These figures represent a significant improvement on the findings of recent inspections and demonstrate that, despite staff changes and some recently appointed teachers, the quality of teaching has improved. The improvement reflects the success of the rigorous monitoring by the headteacher. The quality of teaching and learning is good overall in Key Stages 1 and 2 and very good in the Foundation Stage.
22. Literacy skills are taught well throughout the school and those for numeracy are soundly taught. The work is usually well matched to the differing needs of pupils. Teachers clearly define learning objectives, which are shared with the pupils. The teaching of reading is good and leads to pupils making good progress in their learning by providing a widening range of literature and by the teaching of specific skills through specific guided reading sessions. These enable pupils to learn how to tackle unfamiliar vocabulary confidently and place more emphasis on ensuring pupils' comprehension of the text. Teaching of writing skills is thorough and pupils practise their skills in the many opportunities they have to write independently. The extended writing they produce is of good quality and generally well spelled and punctuated. Regular mental mathematics at the start of each numeracy session has helped improve the pupils' recall of number facts. Pupils show an enthusiasm for the subject. However, although the school is now teaching pupils in groups according to their ability in Key Stage 2, tasks set are not always appropriate to their needs. Pupils have insufficient opportunities to apply what they have learned by investigating and solving problems independently. This leads to pupils making limited progress in the understanding of mathematical processes.
23. In the majority of lessons teachers have good knowledge of the curriculum. This is reflected in the quality of descriptions, their use of technical language appropriate to the subject, and their teaching of this language. This is a strength in the core subjects of English, mathematics and science, as well as foundation subjects.
24. In the best lessons, where the teaching is good or better, and in some of the satisfactory lessons, teachers have high yet realistic expectations of the abilities of all pupils. Teachers question effectively and use their knowledge of individual pupils when questioning. In some lessons, especially science and mathematics, the wide range of ability within the group creates problems for some teachers and as a result work is not always well matched to the ability of all pupils and there is a lack of challenge for the average and the higher-attaining pupils. In many lessons where this occurs pupils are listening too long during the introduction to lessons. This leads to restlessness, lack of concentration and other parts of the lesson being hurried, and therefore insufficient time for individual work, especially investigations in mathematics and science. During the hurried summaries at the end of the lessons, teachers have missed opportunities to informally

assess progress. In the best lessons, teachers have a good knowledge and understanding of the subjects they are teaching. This was most evident in literacy where teachers have had intensive professional training; the subject is well managed and well planned throughout the school. As a result pupils learn effectively and build systematically on what they already know. Lesson plans set out clearly what pupils are to do and learn and there is a clear structure for lessons. Teachers begin lessons with effective direct teaching to inform pupils and give them clear explanations. Pupils are then involved in individual or group activities which are well matched to what they have previously understood. There is usually careful planning for different groups so that pupils are challenged at the right level.

25. Basic skills are taught effectively in all classes at Key Stage 1, especially in literacy where there is good practice of letter sounds, spellings and word building. Pupils are taught reading skills effectively and the development of accurate sentence structure is well handled. In the majority of lessons at Key Stage 1, numeracy, the basic skills of mental mathematics and the four rules of number are taught well. At Key Stage 2 the planning for different groups is insufficiently well built into some mathematics and science lessons. In science, especially, there are insufficient investigations and too little challenge for the average and higher-attaining pupils. Pupils in most classes have insufficient opportunities to plan their own investigations. However, in Year 5 investigative work was a consistent feature of teaching. Here, the pupils developed excellent levels of confidence to plan their own experiments and were able to research, using the Internet, to investigate the effect of the length of a sycamore wing on its speed.
26. The quality of teaching for pupils with special educational needs is good across the school and allows pupils to learn effectively. The identification and assessment of their individual needs is in accordance with the Code of Practice. Pupils receive appropriate support from specialist staff who are attached to school and also visit from the local authority. There is good liaison between all agencies working with pupils and very effective co-ordination of their support in school. There is a relatively small proportion of pupils with statements. However, the local authorities involved have allocated good support for these pupils and additional support is also provided by school staff. Pupils with special needs are included in all subjects of the curriculum. A small proportion of pupils with more significant difficulties are given additional support in a small group with the co-ordinator. This support is very effective and targets pupils with specific needs who require language and communication support. All staff have a role in supporting pupils with special needs and regularly report on their progress. These reports are reviewed regularly and inform the teaching strategies which will be used.
27. The support provided by the specialist teachers for pupils with English as an additional language is overall very good and some instances of excellent support were observed. The support is effective because the collaboration between the class and support teachers is based on partnership and careful team planning. This was well exemplified in literacy lessons where, for example, work on sound and letter patterns was effectively introduced with effective visual illustrations with pupils coming to the front of the class to display the relevant letters to form words with long and short vowels. The two teachers took it in turns leading the lessons, enabling pupils to remain alert and involved. In most lessons seen, pupils' learning is greatly enhanced by the use of purposeful talk to encourage small group interaction and careful attention is given to explaining key or unfamiliar vocabulary. Great sensitivity is exercised in enabling newly admitted pupils to use their first languages to enable them to participate more fully in lessons. At the end of most lessons pupils with English as an additional language are brought into discussions to share their work with their peers. However, in some instances, where no specific staff support is available, pupils needs are not so consistently or explicitly addressed. This is apparent in the narrower range of methods used to support pupils in coping with the language demands of the subject.
28. Resources are satisfactorily used. Strengths are in the suitability of books chosen for pupils to read and the written activities in literacy. However, there are inconsistencies in the deployment of classroom assistants. In the best lessons there is high quality partnership teaching, with pupils identifying both the class teacher and support staff as having equal status and with well-focused responsibilities for all adults in the class. Where support staff are not efficiently used their time is

wasted, especially at the beginning of lessons where they are not encouraged to assist pupils who need additional help during the teacher's introduction. The support staff for pupils for whom English is an additional language and pupils with special educational needs are well deployed. Where teaching is good or better, time is used well because of the teachers' good planning and brisk pace.

29. In the majority of lessons resources are well chosen and match the needs of the pupils. However, in mathematics there are insufficient resources used to ensure enough for all pupils to carry out investigations. In science, the investment in a large number of books and the consequent lack of sufficient resources for investigative work results in a great deal of science being led by the content in the book rather than the need for investigation and challenge.
30. Few information and communication technology lessons were observed but the skills of drafting, re-drafting, printing and data handling and use of the Internet were appropriately incorporated into science and literacy lessons.
31. There is an effective home/school contract, which is reflected in the quality and range of homework given. The large majority of parents at this school are pleased with the quality and range of homework and the inspection team fully agree with this view. There is good progression in the amount and challenge of homework as pupils progress through the school and they show an exceedingly high level of commitment to this and have the confidence to ask teachers when they have encountered difficulties.
32. The use of day-to-day assessment is good. Medium-term plans are well defined and the daily plans clearly identify not only aims and activities but also the development from previous learning and forecasting the next stage of learning. The majority of marking is of good quality; however, there are a few inconsistencies where it does not inform pupils how they can improve.
33. The teaching, selection of resources and the ways in which pupils are respected contribute to the positive and successful strategies for educational inclusion being a strong feature of the school.

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

34. The school provides a good range of learning opportunities in Key Stage 1 and Key Stage 2. The quality and range of the curriculum in the Foundation Stage is very good. The last inspection found that the curriculum was not effectively balanced. This key issue is now being successfully addressed.
35. The curriculum meets the statutory requirements of the National Curriculum and there is now, overall, a good balance. However, there is too little emphasis given to pupils' being able to carry out their own investigations and solve problems in science and mathematics. The use of information and communication technology is still developing and is very much dependent on the individual class teachers' confidence and competence in teaching the subject.
36. There are policies and schemes of work for all statutory subjects and these are regularly reviewed and updated in the light of national changes to the curriculum. The school is implementing the National Strategies for Literacy and Numeracy. The school has a good policy for personal, social and health education and a sex and relationships policy is currently being revised. Provision for these areas is enhanced by parents who regularly help in school and bring their babies into some classes to demonstrate aspects of parenthood, childcare and health, hygiene and safety.
37. Provision for pupils with special educational needs is very good in the school. Planning for these pupils is very effective and there is good support available from specialist support assistants, learning support teachers and specialist staff.
38. Pupils with statements are regularly reviewed and the school's special needs co-ordinator ensures

that the very efficient system of planning, assessment and evaluation is in place, which provides valuable information for all staff. Work is usually adapted well to match pupils' abilities. There are plans to implement a whole-school training programme on behaviour management strategies and improved language and literacy skills for less able pupils. Outside support agencies regularly liaise with the school to ensure that pupils with identified needs are adequately supported. Sessions of circle time are now used very effectively by the specialist teacher to target specific groups of pupils who require additional support in a small group setting. Pupils who have special needs have appropriate Individual Educational Plans that are implemented in most classes. In some classes, pupils with behaviour difficulties require additional, appropriate strategies to ensure they have full access to the curriculum. Pupils with difficulties are benefiting from a well-structured and accessible curriculum in most classes.

39. The majority of pupils with English as an additional language have appropriate access to the full range of the curriculum, including literacy and numeracy. Pupils are fully integrated and effectively supported with priority being placed heavily on pupils at an early stage of acquiring English. Much of the information gathered on pupils on admission and in the initial assessment of their needs is effectively used to place pupils in groups and shared with mainstream teachers. Specialist teachers participate fully in planning and play a critical role in sharing their expertise with colleagues.
40. All pupils have access to the whole school curriculum. Additional activities are widely available during and after the school day. An improvement since the last inspection is the extensive range of extra-curricular activities, including 'booster' groups run by teaching staff to cover subjects on the curriculum after school hours. There are also clubs for French and Spanish, drama, choir and verse speaking; soccer, swimming and gymnastics clubs run by professional coaches; and a range of activities in the church. Pupils also go on a residential visit every year to Wales where they participate in a range of outdoor activities. The school offers a very wide range of extra-curricular activities, which are managed and co-ordinated to very good effect.
41. The impact of the school's approach to equal opportunities is very good. There is a very good policy and each year there is a focus week on the issues. This is supported by posters displayed in the school. Regular reminders, throughout the year, about the issues ensure that equal opportunities remains a school focus. The result of this is that pupils have a very clear idea of what is fair. Attitudes amongst staff and pupils are positive and the pupils are prepared to stand up for themselves and their friends to promote their entitlement.
42. The school has very good links with the local community. The primary source of support is from the church and there is a strong ethos of pastoral support and guidance, which is always available to staff and pupils from a dedicated church team. The school also links with local schools and pupils from a local high school work in some classes offering a range of support in activities. Visits to other schools take place and there is also an interchange of ideas and visits from other school staff, particularly in the Foundation Stage. There is some help available from local businesses for specific areas such as the donation of a climbing frame. In addition, there is fund raising by the school that is supported by the community for the purchase of specific resources such as books and equipment. There is a very strong link with the Haringey Music Project and pupils are currently rehearsing for the next performance.
43. The standard of each aspect of pupils' spiritual, moral, social and cultural education is very good. The school adopts a subtle and effective approach by embedding core values in all its work. As a result, pupils are able to apply their spiritual and moral ideas to their everyday work, the school is a welcoming community and individuality is celebrated.

44. Good opportunities for reflection are built into each day. Some occur during assemblies and some in lessons. In all cases, the issues considered are presented in a meaningful and relevant way. Spiritual education is written into the planning of most subjects. In science, for example, pupils of all ages are given opportunities to consider the wonder and meaning of the world and nature. The school has close links to the church and maintains a Catholic ethos in its work. The school also supports individual beliefs and views. These are accepted and fostered within the school.
45. Pupils have a very clear sense of right and wrong. Teachers promote common moral values by using opportunities to stimulate discussion as they arise each day. An incident in the playground, for example, led to a discussion about how to deal with someone wanting to join in a game. This enabled pupils to develop their understanding of the way their community works. The result is a caring community that promotes justice for the individual.
46. Socially, individual skills are well developed. Pupils are friendly and able to hold a discussion. Interactions are positive and there are many examples of one pupil showing care and concern for another. In one example, a pupil, upset by something that had occurred outside school, was supported and comforted by another. The teacher was asked to give her support when the need to change rooms would have left the individual unsupported. Lunchtime and playtimes are positive experiences and pupils enjoy mixing with each other.
47. The school explores and celebrates cultural diversity throughout the curriculum. A series of assemblies about Martin Luther King and trips to local amenities such as the Tate Gallery are the more obvious examples but there are also more subtle approaches through the content of lessons. In one design and technology lesson, for example, pupils were investigating sandwiches and what they were made of. The teacher presented them with five different types and these represented foods from five different countries or ethnic groups.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school continues to be effective in the support and guidance it provides for pupils and in ensuring their well-being. Its strong and supportive ethos ensures pupils feel happy and secure. Staff know the pupils well and take appropriate account of individual needs. This is reflected in the confidence with which pupils approach staff, their positive attitudes towards learning and the progress they make. Overall, the school's arrangements for the pupils' health, safety and welfare are satisfactory. There is first aid cover throughout the day. All incidents resulting in injury are logged and parents are always informed if their child receives a blow to the head. Clear procedures for special medical needs are well applied. The special educational needs co-ordinator has designated responsibility for child protection. She undertakes regular training and ensures staff are kept informed. Staff are sensitive to child protection issues and are quick to alert her of any concerns.
49. Regular safety audits and risk assessments are made and all necessary equipment and apparatus is checked annually. Governors ensure any hazards noted are dealt with as soon as is practicable. Fire drills are held and evaluated each term. Health education, science and physical education programmes are very effectively used to promote healthy lifestyles contributing constructively to the pupils' social development. The school is aware of a few health and safety concerns noted during the inspection.
50. The previous inspection reported deficiencies in the implementation of the school's behaviour policy. Since then the school has reviewed its approach to behaviour management. All staff now have equally high expectations of behaviour. They consistently praise good work and behaviour, which are further reinforced by rewards such as a mention in the 'Who's been fair book?', the award of merit badges or stickers and acclamation in assembly. This, together with better teaching has resulted in considerable improvements in behaviour. In group discussions, quiet reflection periods and assemblies, pupils learn about the effects of their actions on others. Through the school forum they have made an input into the code of conduct and most are clear about what is expected of them. Midday assistants, who have received recent training in

behaviour management, supervise the pupils well.

51. There is good support for pupils with special educational needs in classes across both key stages. Pupils' Individual Education Plans are regularly reviewed and updated. Annual reviews for statemented pupils take place according to the Code of Practice and are attended by all agencies and parents involved with the pupils. Any new information regarding individual pupils' difficulties is communicated by the co-ordinator to staff and parents in an appropriate manner.
52. The monitoring and promotion of pupils' personal development is good. Staff keep on-going notes of the pupils' social and related skills and provide appropriate opportunities for their further development.
53. Procedures for monitoring and promoting pupils' attendance are broadly satisfactory but the school continues to be concerned about lateness and the number of unauthorised absences. It has recently had some success in reducing persistent lateness by carefully analysing time of arrival and reasons given and then approaching the parents concerned. However, it has not yet explored all possible strategies for improving punctuality. The school's instructions to parents for reporting reasons for absence are imprecise; they do not insist that parents let them know, at least orally, on the first day of absence. Some parents, who may not be clear about what is expected of them, inform the school of the reasons for absence on the pupil's return to school. Teachers have responsibility for following up unexplained absences and not all do this assiduously.
54. The procedures for assessing pupils' attainment and progress are good. This represents a good improvement since the last inspection when assessment procedures were satisfactory but the use made of assessment information was unsatisfactory. The baseline and other assessment procedures in the nursery are good. Teachers monitor children's progress towards the Early Learning Goals using a range of checklists that provide useful information for further planning. Careful Baseline assessments are made in the early weeks of the reception class, leading to the identification of areas for further development. National guidance is used in the Foundation Stage to form 'stepping stones' for each child, all of whom have a personal profile matched well to observations on their learning needs.
55. The school makes appropriate arrangements for pupils to take the statutory National Curriculum tests and assessments at the ages of seven and eleven. In addition, the school has begun to administer the optional testing materials for English and mathematics in Years 3, 4 and 5. The results of these tests are used well through systems to support target setting through the 'next steps' sheets and the tracking of pupils from year to year. Teachers also use the information to make decisions about the grouping of pupils and for further planning. A formal arrangement to collect work samples of writing from each pupil is well established and reading records are completed regularly. A recent introduction is the completion of assessment sheets at the end of a unit of work in science and information and communication technology and this good and helpful practice is likely to be developed across other subjects.
56. The school's senior managers oversee assessment procedures carefully to ensure that useful but not burdensome information is passed on. They have established good procedures for passing information to the next class teacher to promote accurate planning. Teachers evaluate pupils' achievements in the statutory and optional tests thoroughly and identify areas for development through focused teaching and support. The school is beginning to analyse pupils' performance by various groupings such as gender or by ethnic group in order to target teaching most effectively and this practice should continue. The school is beginning to make good use of this information through ensuring that work is matched well to pupils' prior attainment and giving accurate targets for each child's progress. Teachers make many observations of pupils' knowledge, understanding and skills informally in all lessons, for example in physical education and science. Some of these are used systematically, although current practice varies in its effectiveness for further teaching and learning. The annual reports to parents on their child's attainment over the year are good, with helpful information on strengths and areas to improve. The teachers give considerable time to discussing the reports at parents' evenings. The school's policy for assessment is satisfactory

and includes suitable guidance.

57. Support and assessment procedures for pupils with English as an additional language, including newly arrived children with no English, are good. Clear procedures are used to identify needs and target support for pupils, and initial assessments are effective. The specialist teacher assesses pupils carefully and identifies those needing focused support so that pupils are making steady progress. On-going assessment is based on observations by the support teachers with analysis of the assessments made being used effectively to set pupils appropriate targets.
58. The assessment arrangements for pupils with special educational needs are good. All school assessments are used to identify where they need specialist support and to prepare appropriate targets for them. The teachers make regular assessments of their progress and use these well to consider further targets. Statutory reviews of the different stages of the Code of Practice are carried out thoroughly as required. The quality of Individual Education Plans is good. They are well organised and contain targets which are specific and understandable by pupils. Alongside the good provision for special needs, these targets help pupils to make sound progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The school's good and effective partnership with parents reported in the previous inspection has been maintained. The school greatly values parental involvement and actively encourages them to become partners in their child's education. This is very evident from the tone of the home-school agreement. In turn, the majority of parents consulted during the inspection expressed great satisfaction with the school and are sympathetic to its aims.
60. Parents are kept well informed about the school's work. Those with children starting at the school are effectively introduced to it through induction meetings and a useful welcome pack devised jointly by parents, governors, staff and pupils. An overview of what is taught is given in the prospectus and parents have access to more detailed plans. Well attended curriculum evenings on such topics as the National Numeracy Strategy and the new Foundation Stage are regularly held, often in response to parental request. Parents continue to appreciate the half-termly homework newsletters, which explain what is to be taught and provide suggestions as to how they can help their children at home. Parents are kept informed about day-to-day matters via letters from the headteacher and posters displayed around the school. The prospectus and governors' annual report contains much useful information and both now comply with statutory requirements. All written communications from the school are clear, friendly and encouraging in style. The school does its best to ensure parents receive information in community languages as appropriate so that none are disadvantaged in supporting their child's education.
61. Parents express satisfaction with the school's termly consultation arrangements for informing them about their children's work, progress and 'next steps'. In addition, most parents feel able to approach staff at any other time to share concerns about their child's education; they find teachers very willing to listen and helpful. Pupils' annual reports are at least satisfactory and many are good. Best examples give precise details of the pupil's attainment and progress in National Curriculum work for all subjects as well as information about how to improve. Parents are invited to discuss the reports with staff, which is a good feature. Currently, the comments for design technology and information and communication technology are made under the same heading, which is not best practice as the curriculum for each is quite different.
62. The school considers it essential that parents become involved in their children's learning and it works hard to support them in this. The home-school reading scheme is explained to parents of reception class children at a meeting in September and all parents are given a very helpful guidance booklet. As a result, the majority of parents, particularly at the infants' level, very effectively help their children with reading at home and this has a positive effect on standards of attainment in English. A review of the school's homework policy took place two or three years ago. Most parents are now satisfied with the amount given; they say it is set systematically and demands increase appropriately as pupils move through the school. Inspection evidence supports

these views. The majority of parents ensure homework is completed and sign pupils' homework diaries as agreed. In one Year 6 class the diaries are used extremely effectively as a vehicle for exchange of information between parents and school. The teacher writes a comment about each pupil's work every week; many parents respond to this and also use the diary to send other messages such as reasons for an absence.

63. There is a close relationship between the school and parents of pupils with special educational needs. This is also made stronger by the links with the church. Parents are kept fully informed of all issues including academic, personal, social, emotional and behavioural. A parenting course is held annually, which was started by the borough educational psychology service and is now run jointly by the school special needs co-ordinator and educational psychology service. This is having a positive impact on the progress pupils make as it enables parents to gain a greater understanding of how to help their children. Parents regularly visit school to discuss their children's progress on a formal and informal basis.
64. Parents feel welcome at the school and are very supportive of it. They enjoy attending liturgies and concerts with the children and an impressive number go to the governors' annual meeting each year. A significant minority are more actively involved in its life. Several give valuable classroom support by helping with reading, cooking or computers on a regular basis. Others help with swimming, on trips and with book week. The school continues to benefit from the work of the parent-school association. Profits from the association's fund raising events are used to purchase items suggested by teachers, such as tape machines, listening posts and a new system of blinds for the hall. The association's Christmas disco and Mardi Gras for pupils are very much appreciated. In addition, members help by running a school uniform shop and the book club and by participating in grounds working days. Links with parents undoubtedly have a beneficial impact on the pupils' quality of learning and their personal development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

65. At the time of the last inspection the management and efficiency of the school was found to be in need of some improvement. When Her Majesty's Inspectorate visited the school in March 2000 they found that, although improvements had been made, there were still issues to be resolved. Since that time the headteacher and governors have taken decisive action to address the remaining weaknesses. The overall leadership and management of the school are now good and that of the headteacher, who has a very clear sense of the future direction of the school, is very good.
66. The management roles of staff have been thoroughly discussed and more clearly defined. The role of the new deputy headteacher includes a clear monitoring requirement in relation to raising standards still further in the school. Other responsibilities, such as being responsible for the four buildings and site, will alleviate some of the overload of work currently being carried by the headteacher. The previous overlap in responsibilities, which occurred between the team leaders and the subject co-ordinators, has been largely eliminated and new job descriptions have been negotiated which reflect the changes made. The role of the team leaders, who also manage the buildings they occupy, is far more concerned with establishing high standards and monitoring the overall teaching and the learning of the pupils. Subject co-ordinators now monitor their individual subjects and effectively monitor through some classroom observation, work sampling and analysis of assessments and test results. Most subjects are now effectively managed, an improvement since the last inspection. However, science is not efficiently managed and the priorities for the subject are not examined or evaluated with enough rigour.

67. The senior management team, comprising the building managers, special needs co-ordinator and newly appointed deputy headteacher, meet on a regular basis to discuss issues arising. Minutes of all meetings are kept. There is a strong focus on ensuring that the school operates as a whole unit rather than four teams in four different buildings. The school is becoming more successful in its efforts to achieve a feeling of unity between teams. There is a shared commitment to school improvement by all the senior management team and the staff. The new management structure of the school is proving to be more rigorous and effective in raising standards and the school has good capacity to make further improvements.
68. The governors are knowledgeable and fully involved in the life of the school. They have been active in helping to raise standards in the school. They are supportive, understand their role, and fulfil their statutory responsibilities. Governors are kept well informed by the headteacher, and show a good awareness of the strengths and weaknesses of the school and make regular visits for themselves to monitor developments. They have undergone appropriate training, they question and probe before making decisions and participate fully in the management of the school. They are fully involved in the planning both of the School Improvement Plan and of the budget. There is a good balance of skills and experience on the governing body and there are effective and efficient committees, all of which meet on a regular basis. Governors are in place for literacy, numeracy, special needs, religious education and information and communication technology (ICT).
69. The School Improvement Plan is an effective and useful document. It is detailed and has a realistic number of highly appropriate priorities. It is closely linked to budget planning. There is a long-term overview with areas for development for the next two years identified. This provides a good and appropriate long-term focus for the school without incorporating excessive detail. The more detailed plan for the current year is arranged in a user friendly document which clearly outlines the priorities in each area identified. Most of these relate to the key issues from the previous inspection two years ago, which are still in the process of being addressed: for example, the further development of ICT. The plan shows clear objectives, identifies the person responsible for monitoring programs, gives relevant success criteria and allows opportunities for evaluation and next steps. All costings are clearly identified.
70. The aims and values promoted by the school are very clear. They are concerned with enabling every child to develop 'spiritually, physically, intellectually, and emotionally and become confident, independent and co-operative learners, who value their own achievements and those of others, show a responsible and caring attitude towards the communities in which we live and grow in understanding and acceptance of God's love for us all'. The aims are clearly reflected in all that the school does. The pupils are eager to learn. There is a respect between pupils and adults, time for reflection, an awareness and celebration of the cultural diversity within the school and above all a feeling that there is a true equality of opportunity for all pupils in the school establishment.
71. There are good procedures for monitoring and evaluation. Over the past two years a rigorous monitoring programme has been established in order to improve the quality of teaching and learning in the classroom. This has been largely successful and only a very small proportion of unsatisfactory teaching was observed during the inspection. In order to raise standards in specific areas of comparative weakness, there is a need for monitoring with a more specific focus, in order for these areas to improve: for example, the further development of pupils' investigative activities in science and mathematics. There is a commitment to the value of monitoring and self-evaluation in the school to help raise standards. The headteacher makes an effective analysis of performance data such as annual standardised assessments. This enables the school to identify pupils' strengths and weaknesses, to target support and to set targets. Target setting occurs at all levels in the school and older pupils are particularly aware of their objectives and the need to regularly review their personal targets in order to improve their performance.
72. Management and co-ordination of pupils with special educational needs is good. There is now a strong team approach by senior staff, which is producing a more efficient system of identification, assessment, planning and monitoring. Regular evaluation of plans and information sharing is also good. Support staff work alongside teachers and provide a satisfactory level of additional help. Resources are adequate and readily available for use in the classrooms. Some additional training

for staff has been identified. Co-ordination for pupils with special educational needs in both key stages is good and provides a clear framework of support for staff and pupils. The special needs support governor is knowledgeable and supportive, although work commitments prevent frequent visits to the school. However, effective contact is maintained and the governor keeps in regular touch with the co-ordinator to discuss issues and progress.

73. The school has prudent budgeting based on realistic development planning. The governors maintain a strategic overview that adds to the headteacher's very clear understanding of the priorities and the appropriate allocation of funding. Principles of best value are consistently applied. The school challenges its suppliers to quote the best possible price for goods and services and the school is currently carrying out a review of service level agreements. The headteacher spends time in seeking to fund additional projects in order to help pupils' achieve higher standards. For example, as result of a successful bid to the 'Excellence in Cities' project the school will be able to fund learning mentors for pupils who may otherwise become disaffected. The deployment of the Ethnic Minority Achievement Grant is appropriately targeted to provide specialist staff. The school has identified clear targets for development, focusing on raising achievement and has provided staff training to improve provision for pupils with English as an additional language.
74. There is a satisfactory match of teachers and support staff to meet the needs of the curriculum. Care is taken to ensure that classes are provided with sufficient curriculum support assistants. Support staff are generally used well. However, they are not always gainfully occupied when teachers are providing an introduction to lessons. There is sufficient administrative support to meet the school's needs. A good range of in-service training is undertaken by staff and this is closely linked to priorities identified in the School Development Plan. The school has a useful and informative staff handbook and induction arrangements for new staff are good and thorough.
75. A policy for performance management has been produced and made available for staff consultation. Arrangements for performance management are documented and understood by staff and governors.
76. As reported in the previous inspection, the school generally manages the fact that it is housed in four separate buildings well. Having a co-ordinator for each block ensures that buildings are kept reasonably clean and repairs are dealt with as soon as is practicable. Despite this, much of the accommodation is in need of redecoration and most of the boys' toilets are malodorous. Standards of display in common areas have improved and enhance the quality of the environment, particularly in the Anne Line building. Overall, the size of the accommodation is good and it supports the effective delivery of the curriculum. However, Key Stage 1 classrooms are small and cramped for the number of children and teachers have to work hard to make best use of the space available. Curriculum time is lost in physical education whilst Key Stage 2 pupils walk from their base buildings to the hall and lack of cover makes the walk from the Anne Line and Briant buildings to the hall problematical in bad weather. Each Key Stage 2 block has a dedicated room for music, drama and assemblies but there are no separate changing facilities for Years 5 and 6 boys and girls. There is no access to the school for children in wheelchairs or with limited mobility. Outside, two large hard surface areas provide sufficient play space and allow the pupils to experience a range of team activities. School forum members complain with justification about the insufficiency of small and large play apparatus and the poor condition of some of the existing equipment. Inspection evidence also supports their view that the outside environment is generally dull. The school is aware of this and one of the responsibilities of the new deputy headteacher is to plan improvements. Playground markings are fading and there are no shady seating areas where pupils who wish to can sit quietly.

77. Resources have been improved since the previous inspection and are now satisfactory. However, some history books remain in poor condition and some musical instruments and computers need repairing. Storage facilities are good and most resources in central stores have been reorganised to allow staff efficient access to them. Some good use of external resources to support the curriculum in art, science, history and geography continues. Pupils visit a range of museums, galleries and places of interest. Books are borrowed from the local authority loan service to enhance the provision for topics and a termly book week is held. An Artist in Residence is currently working on a 'Shapes in Space' project with pupils in Years 3 and 4. The annual residential week for Year 6 pupils at the Pendarren Centre has a very positive impact on their personal and social development as well as extending their geographical knowledge and physical skills. There is a good range of resources reflecting diverse languages and cultures.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. The inspection team acknowledges that the subjects identified for further improvement are already focus areas within the school improvement plan. However, there are specific weaknesses which should be addressed. In order to further raise standards, the governing body, headteacher and senior managers should :

(a) Take steps to eliminate the remaining weaknesses in teaching by continuing to monitor areas which show weakness and providing additional training and support where necessary.
(Paragraphs: 22, 32, 105, 114)

(b) Raise standards in information and communications technology by:

- continuing to provide training for all staff in order that they are all confident and competent to teach the subject.
- planning for the use of ICT skills across the curriculum.
- provide a wider range of software linked to specific subjects, best matched to meet the needs of the pupils in the school.
(Paragraphs :4, 35, 97, 104, 132, 136, 140-144, 153)

(c) Raise standards in design and technology by :

- providing further training for staff in design and technology so that they fully understand the requirements of the subject.
- monitoring pupils' progress to ensure that key skills are developed progressively.
(Paragraphs: 4, 124-129)

(d) Raise standards in science by :

- Improving the opportunities for pupils to develop their investigative and recording skills.
- ensuring that the co-ordinators fully understand and carry out the expectations of their roles.
(Paragraphs: 10, 24, 25, 66, 114, 115 - 117)

(e) Improve the opportunities in mathematics for pupils to develop their investigative and problem solving skills and ensure that all pupils are challenged appropriately.
(Paragraphs: 4, 9, 22, 25, 102, 105, 108)

(f) Reduce the levels of unauthorised absence and rectify the lateness of a minority of pupils.
(Paragraphs: 20, 53)

In addition to the above, the headteacher governors and staff should consider the following minor issues:

- Amend the existing monitoring programme to focus on areas targeted for improvement.
(Paragraph 71)

- Extend the use of assessment in some of the foundation subjects to match the best practice in the school.
(Paragraphs: 56, 130, 134, 150, 154.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	22	30	33	4	1	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	67	413
Number of full-time pupils eligible for free school meals		147

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		113

English as an additional language	No of pupils
Number of pupils with English as an additional language	217

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	5.0	School data	0.9
National comparative data	5.2	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	31	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	25	26
	Girls	25	25	26
	Total	49	50	52
Percentage of pupils at NC level 2 or above	School	83 (78)	85 (77)	88 (82)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	25
	Girls	26	26	26
	Total	50	52	51
Percentage of pupils at NC level 2 or above	School	85 (78)	88 (82)	86 (85)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	35	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	23	29
	Girls	23	19	21
	Total	49	42	50
Percentage of pupils at NC level 4 or above	School	82 (75)	70 (64)	83 (75)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	23	26
	Girls	21	18	21
	Total	46	41	47
Percentage of pupils at NC level 4 or above	School	77 (69)	68 (65)	78 (71)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	55
Black – African heritage	147
Black – other	34
Indian	15
Pakistani	0
Bangladeshi	0
Chinese	0
White	87
Any other minority ethnic group	22

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	6	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	28.5
Number of pupils per qualified teacher	22.3
Average class size	29.5

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	242

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	26.5

Total number of education support staff	2
Total aggregate hours worked per week	65

Number of pupils per FTE adult	13.25
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FTE means full-time equivalent.

Financial information

Financial year	99/00
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	£
Total income	959963
Total expenditure	953752
Expenditure per pupil	2087
Balance brought forward from previous year	-311
Balance carried forward to next year	5900

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	413
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	62	30	0	3	5
Behaviour in the school is good.	54	35	5	3	3
My child gets the right amount of work to do at home.	43	46	3	3	5
The teaching is good.	63	32	3	3	0
I am kept well informed about how my child is getting on.	68	24	5	3	0
I would feel comfortable about approaching the school with questions or a problem.	59	32	5	3	0
The school expects my child to work hard and achieve his or her best.	65	30	5	0	5
The school works closely with parents.	59	30	5	0	5
The school is well led and managed.	62	16	14	0	8
The school is helping my child become mature and responsible.	57	38	3	0	3
The school provides an interesting range of activities outside lessons.	46	27	11	5	11

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

79. During the last inspection, provision for children under five was found to be good in the nursery and satisfactory in reception classes. Attainment on entry to the nursery was as expected in the areas of physical and creative development. It was found to be below average in all other areas of the foundation curriculum, particularly in language, literacy and communication and in personal, social and emotional development.
80. Attainment on entry to the nursery now is well below average, particularly in the areas of communication, language and literacy and personal, social and emotional development. The children make good progress and on entry to the reception class are achieving at only slightly below average levels in the Early Learning Goals within the Foundation Stage.
81. The children under five make very good progress. There is very good support provided from an excellent team of staff, who are very well co-ordinated and managed. There is a strong emphasis on team-building and collaborative working, which enhances the working environment and benefits the children's development and achievement. Evidence from the inspection shows that very good provision for the under fives, including effective planning and the high level of staff competency and teaching, continues to raise the children's performances in nursery and reception classes.
82. There is a good level of expectation from the teaching staff, who are supported very well by a highly skilled and committed team of nursery nurses and helpers. The environment for the children is caring and stimulating and will be enhanced further by new resources and equipment currently awaited. There is a good range of assessment procedures and evaluation exercises, which include national documentation, baseline assessment and pupil profiles. These inform planning and are regularly reviewed and updated. The provision also includes very strong liaison between home and school. Parents and carers are welcomed into school and a regular news bulletin not only provides information but includes specific information on the curriculum and how to help children at home in a variety of ways.
83. During the inspection, there was first hand evidence of parental involvement, including a West Indian cooking session and an end of day birthday party for the whole class based on traditional Columbian treats. The party was arranged by the parents and included all the children in a very special celebration that was enjoyed by everyone and made a significant contribution to the personal, social and cultural development of the children.
84. There is very good progress being made due to the match of activities to children's abilities. There is good provision for pupils with special educational needs and for those who need support to learn English as an additional language. Children are responding very well to the structured environment and the broad and balanced curriculum, based on the Early Learning Goals within the Foundation Stage.

Personal, social and emotional development

85. Children benefit from the very good teaching of skills in these areas and, although the standards they achieve are slightly below those required at the end of the reception year, they make good progress. There is a caring and emotionally secure environment established in both nursery and reception classes. Behaviour is mostly very good and all children are taught how to value themselves and others. A strong message is given in all activities for the need to belong to a community that promotes self-esteem and a strong self-image. In the outdoor curriculum areas, the children play and work very well together and staff set very good examples of how to care and treat each other with respect. Children take responsibility as they experience role-play and new challenges in the curriculum. Their concentration is developing well and many can sustain their interest for much longer periods as is evidenced by the outcomes of a range of activities

associated with the story of 'The Hungry Caterpillar'.

Communication, language and literacy

- 86 Children in the nursery are attaining well below expected standards in these areas. However, all the children are making good progress and this was shown by the gains made by new admissions in terms of their increased willingness to listen to stories and respond to questions and picture cues in 'The Hungry Caterpillar'. The quality of teaching in language and literacy is good and this has a positive effect on children's learning. Children's responses show that they listen with very good attention to explanations and instructions. Most children know that words and pictures carry meaning and are beginning to enjoy books and stories. Staff focus clearly on extending children's vocabulary in their conversations and questioning of the children. A good range of activities is used to increase their competency in these areas. Children make their own books and are encouraged to 'talk' through the story as they work. Staff use a very good range of vocabulary as they work with the children. New words are introduced daily and many children enjoy relating the story, adding to the list of foods the caterpillar ate with adjectives such as 'enormous'. A number of children repeated and understood the word 'cocoon' as they enjoyed shared reading in the quiet corner when discussing the life cycle of the butterfly from the book. Reception pupils show a range of emerging language and literacy skills. Children choose their books as well as following a reading scheme. They enjoy and respect books and are learning about the meaning of print. A wide range of reading material is available and a few children are reading at appropriate levels in reception. All children in the Foundation Stage are encouraged to share and discuss ideas. By the end of the reception year they are unlikely to have reached the levels required by the Early Learning Goals, although they make good progress towards them. One of the main reasons for this is that many pupils are acquiring English as an additional language and are at an early stage of developing their skills.

Mathematical development

- 87 All children following the Foundation Stage curriculum are developing an awareness of mathematics through a wide range of activities. However, most children are achieving levels of attainment which are below those required by the Early Learning Goals. Teaching is very good. Teachers show a good understanding of how young children learn, provide a range of interesting activities and use the correct vocabulary. They use many opportunities to promote children's understanding. In the nursery, counting and matching is evidenced throughout the indoor and outdoor curriculum. Children complete simple numbers books and also sing a range of counting rhymes and songs. Every activity encourages the use of mathematical language, e.g. 'How many have you got? How many more than before?' In the shop, children add up and use 'coins' to buy and sell goods. As part of the outdoor curriculum, a busy supermarket is set up to include the range of foods eaten by the caterpillar, continuing the literacy and language theme of the week. Although children in nursery and reception are increasing their mathematical vocabulary, for many children this is not sufficient to express their ideas clearly and this affects their attainment.

Knowledge and understanding of the world

109. In knowledge and understanding of the world, teachers make good use of resources to promote children's interest and learning, enabling them to make good progress, although they do not reach the levels expected by the Early Learning Goals by the end of the reception year. Through very good teaching children make good progress in choosing materials and making decisions about the objects they make. They are developing a good awareness of problem solving and prediction and using simple experiments to explore their environment. They are learning about people and places as they work through a range of activities in and out of school. Children in the nursery go on journeys to the shops to buy fruit for their experiments. They are developing competence in identifying fruits and carefully cutting and arranging them before eating the results! Reception classes use computers well and with competency to aid and extend their learning in various groups. Children work in pairs to complete relevant programmes that run alongside their class work. They show a competent level of mouse control, which enables them to work programs

independently. Reception children look at non-fiction books to increase their knowledge about other places of interest and people in history. The range of multi-cultural experiences for children under five is very good as they work and play with each other and enjoy visits from people in the community. Teaching in this area of the curriculum is very good. All children are given opportunities to learn about the world and to appreciate the different cultures and traditions around them and outside.

Physical development

110. The quality and range of teaching in this area of the curriculum is very good in both nursery and reception classes. Nursery children develop confidence and competence in a range of physical activities, particularly using the outdoor curriculum. They run, jump, climb and balance on a range of apparatus that is designed to encourage confidence and extend their physical abilities. In one lesson, a little boy, who is only in his second week in nursery, is encouraged to climb the ladder onto the climbing frame. He is unsure and holds out his arms for help and looks beseechingly at other children, staff and the inspector for help. With a great deal of patience and encouragement, staff give support several times as he gains confidence. By the end of the lesson, he is grinning and initially asking for assistance but jumps then rolls over onto the mat in triumph as staff offer to help. In a reception class in the hall, a range of equipment is set out and children encouraged at all levels to follow the rules and routines established using the Early Learning Goals for Foundation Stage children. A good standard of achievement is evident as all children take part in and demonstrate a wide range of physical competency and creativity on the apparatus. In fine motor skills activities, children are developing good standards of physical dexterity as they draw, cut, paint and write in lessons.
111. Children use a range of equipment such as glue, scissors, blunt knives to cut fruit and clay and manipulate brushes, pens, pencils and a range of crayons and other media to write, draw and make marks on various surfaces. Outside areas are limited for physical activities. However, full use is made of what is available and the children are likely to meet the expected standards as they reach the end of the Foundation Stage.

Creative development

112. Children achieve standards that are in line with those expected in the development of their creative skills. Teaching in both the nursery and reception classes is very good and a wide range of activities provided for the children helps them to fully develop the skills required. Children in the nursery follow a range of activities associated with the story of 'The Hungry Caterpillar'. A group of nursery children extend the story as they make and paint their own books. One child uses her hands to demonstrate the butterfly emerging and describes the feelings of joy she has seeing the beautiful creature fly away. Displays of children's work show that they are given many opportunities to create their own drawings and paintings. The drawings of a few children who are capable of high attainment are of a good standard. Music and movement is used throughout the Foundation Stage to enable the children to role-play and develop their imagination and interpret moods and feelings. Children in both groups have opportunities to cover a range of design and technology activities, although no lessons were observed during the inspection. However, scrutiny of work and lesson planning includes these areas and there is evidence around the classrooms of children's designs and models.
113. Parents of children in the Foundation Stage give very positive accounts of their children's development and achievements. There is a peaceful, calm and harmonious atmosphere in these classrooms as staff encourage children to work and play to very good levels. Provision for the Foundation Stage is very good and there are plans to develop and improve standards further.

ENGLISH

114. Results in the 2000 National Curriculum tests showed that standards attained by seven-year-olds

were below the national average in reading and in line with the national average in writing. Eleven-year-olds attained standards that were above the national average. Pupils' attainment at seven and eleven was well above that of pupils in similar schools. Over the last five years, the performance of younger pupils has shown a decline in reading with a slight improvement in 2000. Results in writing show more fluctuation but have recovered in 2000 to reverse the previously declining trend. The trend for the older pupils shows a steady improvement. Results in 2000 also show that girls out-perform boys. The school is aware of this and has taken steps to provide good quality, focused support for this group, particularly African Caribbean boys.

115. Inspection evidence shows that pupils' attainment is broadly in line with the national average across the school. This represents an improvement for seven-year-olds, and is due to the good quality teaching and improvement in the provision for reading. The current eleven-year-olds attain lower standards than last year's group. The overall ability of this year's group is not as strong, although they achieve well in relation to their prior attainment. Overall, pupils make good progress.
116. By the age of seven, pupils' attainment in speaking and listening is in line with the national average. This represents an improvement since the last inspection. The majority of pupils listen intently and begin to gain confidence in speaking. Pupils with English as an additional language, who form a substantial part of the intake of the school, take an active part in lessons because of the good quality support provided and the good examples of spoken English shown by teachers during the lessons. Pupils' ability to listen and their exposure to high calibre interaction between teachers and pupils during class and small group teaching enable them to achieve appropriately. By the age of eleven, pupils achieve well against their prior attainment. Most pupils speak confidently and express a point of view. In discussions they listen carefully to others' contributions and add their own thoughts. For example, in a Year 6 lesson when pupils were discussing an extract from 'The Iron Man', many pupils demonstrated skills in describing the effects on the reader by focusing on the use of vocabulary. Opportunities for speaking and listening occur in a number of contexts and subjects, notably in science and music where subject vocabulary is carefully presented and explained.
117. Attainment in reading by the age of seven and eleven is in line with the national average for the majority of pupils. These standards are an improvement on the results in the 2000 national test results because the school carefully analysed its results and has improved provision in the use of guided reading as well as in the assessment of pupils' progress. The majority of younger pupils enjoy reading and are able to talk about the plot and characters. They read with confidence and expression, they can use the sound of letters to help them work out unfamiliar vocabulary and make good use of pictures to help them make sense of the text. Higher-attaining pupils are familiar with the use of the contents page and index when reading non-fiction to obtain specific information. By the age of eleven, pupils use a wide range of strategies to help them in their reading and discuss a variety of texts. They use these well when they read independently. The majority can predict what might happen using their knowledge of the plot and characters and justify their predictions. Pupils recall in clear detail the range of books they have read and cogently comment about their favourite book or author. Reading is well managed with increasingly improving provision for guided reading and opportunities for regular silent reading. Home-school diaries are well maintained by pupils and include regular comments from parents. Teachers keep effective assessment records with clear diagnostic comments and targets for improvement. Library facilities are inadequate but pupils have easy access to books in classrooms and an effective system for pupils to change books and take them home enables them to make good progress.
118. Attainment in writing is in line with the national average by the ages of seven and eleven. By the age of seven, the majority of pupils develop their ideas in sequence and use capital letters. They use vocabulary appropriately and some start writing extended pieces with good use of punctuation. Handwriting and spelling are variable but pupils make good progress over time. By the time they are eleven, the majority of pupils write extensively and produce a variety of narrative and non-narrative texts. The emphasis now given to extended writing, which is taught in sets, is beginning to have a positive impact on standards. Writing is imaginative and shows a good grasp of paragraphing and structure. Opportunities for pupils to draft and re-draft and the use of writing

frames enable them to experience a range of styles; for example, pupils in Year 5 plan and draft their own version of a myth or legend based on their recent reading. Pupils, including those with special educational needs, and African Caribbean pupils achieve well against their prior attainment. Standards in handwriting and spelling for eleven year olds are sound. Insufficient use is made of information and communication technology. Provision has improved since the last inspection but the school has too few programs directly related to the needs of the pupils.

119. The quality of teaching overall is good. In three out of seven lessons for infants teaching was excellent. In lessons for juniors more than half the lessons observed were good or very good. Only one lesson observed was unsatisfactory. This represents a substantial improvement since the last inspection when 25 per cent of the teaching was unsatisfactory. The improvement in teaching has had a direct and positive impact on the standards of pupils' learning. Much of the improvement has been the result of better and more focused monitoring as well as the investment of the school in staff development in the teaching of literacy. When teaching is good or better, learning objectives are shared with the pupils to focus their attention and are revisited at the end of the lesson to check for understanding. Effective methods are selected to teach sound and letter patterns, which is a distinctive strength of the school. In one example, pupils used visual aids in the form of letters on cards. They lined up at the front of the class with the letters forming words, enabling pupils to observe the words with long and short vowels like 'tin' and 'teen' and develop a clear understanding of these patterns. This method was judiciously chosen and was effective precisely because it was helpful for pupils in the early stages of English acquisition. In other lessons questioning is used to consolidate understanding of text features. Often, in the best teaching independent tasks are carefully planned and closely linked to the main learning objectives; good questioning is used in the guided reading enabling pupils to make good progress. The last part of each lesson is used effectively to consolidate learning, check understanding and, in many cases, to share work with the whole-class. Where teaching is unsatisfactory this is mainly due to poor management skills, the lack of match between objectives and methods chosen and independent tasks being insufficiently linked to whole class teaching so pupils are unable to make progress. The quality of learning is good overall. Pupils' attitudes are positive in most lessons, they are keen to learn and have the ability to remain focused. They listen very attentively during whole class presentations and concentrate well throughout the lessons. Older pupils focus well when working on independent tasks and collaborate well when given the opportunity. Older pupils behave maturely and very well motivated. Much of the positive response by pupils correlates with the good progress they make and the number of good and better lessons observed.
120. The subject is well managed and this has ensured that the school uses the literacy strategy effectively. Careful monitoring, evaluation and staff development have enabled the school to modify aspects of teaching and make improvements. The emphasis now given to extended writing, which was identified at the last inspection as a weakness and which is now taught in sets to Years 5 and 6, is beginning to have a positive impact on standards and is being reflected in the quality of writing being produced. Very effective assessment procedures have been developed. Samples of work are analysed, and targets set, with a regular cycle of reviews. These have led to better progress being made. The use of careful analysis of assessment results and the monitoring of progress by boys and girls have enabled the school to target support appropriately, which again has had a positive impact on standards. This has also led to the identification of clear priorities for development with a potential of raising standards still further.

MATHEMATICS

121. The school has made satisfactory improvements in mathematics since the previous inspection at Key Stage 1, where the upward trend is broadly in line with the national trend. In the summer 2000 national tests for Key Stage 1 the school's performance was close to the national average, as measured by average National Curriculum points. The proportion of pupils gaining level 2 or above was below the national average. The percentage of pupils gaining the higher level 3 was at the national average. However, using the more detailed information from the Teachers' Assessments, while attainment was average in using and applying mathematics and number and algebra, attainment was well below average in shape, space and measures which was a weakness at the time of the last inspection. The percentage of pupils judged as gaining the higher level 3 in number and algebra was also well below average in the teachers' assessments, indicating that further moderation is required, since the pupils' attainment in the tests at level 3 was close to the national average. This is the most significant aspect of the results, since it shows that the higher-attaining pupils are achieving appropriately in relation to their prior attainment. In comparison with schools in similar contexts in 2000 the percentage reaching level 2 and above was above average and the percentage reaching level 3 or above was well above average.
122. The school has made good improvements in standards of mathematics at Key Stage 2 since the last inspection when they were well below the national average. In the national tests of summer 2000 the percentage of pupils reaching level 4 or above was close to the national average. However, the percentage of pupils gaining level 5 or above was well below the national average and also well below the average for schools which scored similarly at Key Stage 1. This indicates that the higher-attaining pupils are not maintaining their level of achievement from Key Stage 1 to Key Stage 2. The pupils' performance in mathematics overall fell below the national average by the equivalent of around one term's work. The upward trend has been broadly in line with the national trend over the past four years. In relation to schools in similar contexts, having between 35 and 50 per cent free school meals, the percentage of pupils reaching Level 4 or above was well above average and for Level 5 or above it was average in 2000.
123. The observations of the inspection broadly reflect the test results. Attainment at the end of both Key Stages 1 and 2 is broadly average overall and matches the school's expectation for the cohorts. The pupils are achieving appropriately in relation to their prior learning overall, although some higher-attaining pupils at Key Stage 2 are underachieving because they are set work on occasions which is too difficult. Most higher-attaining pupils are reaching standards that indicate above average performance will be reached by the end of Key Stage 1 and the setting arrangements at Key Stage 2 are beginning to have a positive effect. There are no significant variations in attainment between boys and girls, or among pupils of different backgrounds in either key stage. Pupils with special educational needs make good progress against their targets.
124. By the end of Key Stage 1 pupils achieve average standards across the mathematics curriculum. Most pupils count reliably to 100 and recognise and name most numbers such as 32 correctly. They recall several number facts to 10 and most addition and subtraction sums are correct. The pupils have a good early understanding of place value, for example changing 32 into $30 + 2$. Most pupils count in 5s and 10s to 100 confidently and are beginning to recognise patterns such as odd or even. Their mental calculation is average and the higher-attaining pupils are usually quick and accurate, for example in finding the difference between 19 and 24. The teachers give appropriate emphasis to numeracy so that skills are average and developing as expected, although they give less attention to building and practising mental strategies such as making up to the nearest ten or doubling. Pupils are not generally confident in explaining their methods and need more opportunities to discuss them. Teachers give careful instruction in recording calculations so that most pupils' work is recorded correctly with good understanding of the process. The pupils apply number to simple everyday contexts in science. Pupils understand how to present the results of surveys using a tally system and in simple graphs and tables. They know several shapes, such as squares and hexagons, including irregular examples, and they recognise simple properties such as equal sides. Pupils acquire and use most mathematical language correctly through the good emphasis given by the teachers. The teachers plan from and

use the numeracy materials appropriately with clear learning objectives so that pupils know the focus of the lesson. A few teachers have a good interactive teaching style that captures pupils' interest well and promotes their understanding. For example, pupils in a Year 2 class calculated the total cost of buying various items set out on a display board, giving mostly accurate answers and working out the change from 30p. Previous work indicates a suitable emphasis on number but less attention is given to measure, shape and data handling. There are occasional examples of investigational work, such as finding different ways to make up 5p, but this aspect of mathematics receives insufficient attention.

125. Pupils achieve average standards in mathematics by the end of Key Stage 2. They carry out additions and subtractions with two and three digit numbers using standard layout and most answers are correct. Most pupils have a satisfactory understanding of place value. In Year 4, for example, pupils were reasonably confident in adding in tens from 12 to 192 and from 6 to 206. They understand how to multiply or divide by 10 and 100 and are beginning to use differing methods for multiplying numbers. By Year 6 the higher attaining pupils explain their methods for mental calculations clearly. They recognise simple tests for divisibility, for example by 2, 4 or 5, but were insufficiently challenged to work out their own methods and share them with others. The lack of challenge by Year 6 relates to the below average percentage of pupils gaining the higher Level 5 in mathematics. The majority of pupils know the tables facts to 10 X 10, although a few are not confident and several continue to use their fingers. They are beginning to understand how factors and multiples work and apply them in finding equivalent fractions. Most recorded work is set out correctly, using carry figures as needed, and by Year 6 pupils have an early understanding of decimal numbers. The pupils have a satisfactory knowledge of simple two- and three-dimensional shapes, such as hexagons, but the activities do not extend their understanding of properties very far. Pupils recognise how to make symmetrical patterns, including those that are rotated. They understand how to set out pie graphs and line graphs, for example of the height of a balloon over time. They have a few opportunities to use information technology, for example to find three consecutive numbers adding to 72, which provided suitable application of skills.
126. The teachers' careful planning to national guidance provides pupils with activities to build their understanding and skills progressively through the school. The pupils have worthwhile learning experiences in the great majority of lessons, with tasks that focus on basic skills carefully. Most teachers' subject knowledge and the methods they use promote learning, for example through using white boards for pupils to record answers. Pupils make satisfactory progress through both key stages, helped by their good interest and willingness to take part, although the lack of appropriate challenge in Year 6 is leading to some underachievement. This is because some work is set that pupils do not understand properly and it is too difficult for them. Pupils' progress in numeracy is satisfactory overall and their skills of mental and written calculation improve steadily through the good levels of effort they make. Pupils apply their skills in several subjects such as science to read a scale or take measurements. Most pupils build securely on previous learning through the thorough teaching that is mostly matched well to their needs and previous learning. Investigational work does not feature enough at present, limiting this aspect of pupils' learning, and they have developed few problem solving skills such as being methodical and noticing patterns. These are areas for development.
127. Pupils' attitudes to mathematics are good throughout the school. They are attentive and quickly become interested in the tasks. Most children sustain concentration well and are keen to give answers. Several pupils in Key Stage 1 work well independently and want to complete their work, so that they make appropriate progress. Pupils sustain their concentration well through Key Stage 2 and often share ideas while they are working. A few pupils require constant help and they make appropriate progress through the carefully targeted support. Pupils with special educational needs and those with English as an additional language receive good support so that they maintain their interest and effort and make good progress.

128. The quality of teaching for mathematics is good overall at Key Stage 1 and satisfactory at Key Stage 2. Teachers' planning leads to a thorough approach and strategies in most lessons, particularly in promoting number and consolidating mental methods of calculation. Teachers identify learning objectives carefully and share these with the pupils, although they make few notes on the teaching methods they will use. A few teachers give direct explanations and demonstrations with materials that have a positive impact on pupils' learning. The use of practical materials by the pupils is too limited. Several teachers have a skilled questioning style that focuses on the main ideas and challenges pupils to explain and think carefully, for example in a Year 6 class. Most teachers' management of the children is good, establishing a good working atmosphere with high expectations for work and behaviour. They use effective behaviour strategies that keep pupils on task well. The teachers have good relationships with the children and listen carefully to their answers to respond and make assessments of their understanding. The teachers are observant of the pupils and make on-going assessments of them and written records of attainment are becoming established. Formal assessment procedures are good. The school is just beginning to use record sheets to build up diagnostic records of pupils' progress.
129. The subject meets the requirements of the National Curriculum and the numeracy materials are used well. Problem solving and investigational work are seldom evident in lessons and are not well established to promote the skills required for using and applying mathematics consistently. The co-ordinator has a good understanding of the role and supports colleagues well. She was able to observe lessons last year and sees teachers' planning but is less well informed about provision and standards in Key Stage 2 this year. She sees samples of children's work to monitor standards. There is a satisfactory range of resources for mathematics that support pupils' learning but this should be extended.

SCIENCE

130. Data for comparing the national test performances of eleven-year-olds at this school with other schools nationally show that standards in science have risen over the last four years. In 2000 results were in line with the national average and the results were well above average when compared with similar schools. Evidence from the inspection, including the observation of lessons from each year group and a detailed consideration of pupils' completed work, shows that pupils achieve standards in science which are almost commensurate with the national average in most aspects. At Key Stage 1, statutory Teacher Assessments in 2000 reflected standards that were close to the national average. These standards are above average when compared with similar schools.
131. Pupils' attainment at ages seven and 11 is broadly in line with the national average and this reflects the findings of the previous inspection.
132. Throughout Key Stage 1 pupils test, observe and discuss their findings. This was reflected during the Year 2 lessons observed when pupils examined a wide range of materials and sorted them according to their properties and classified them according to whether they were natural and manufactured materials. From the inspection of pupils' previous work, there is evidence that they understand forces at an appropriate level for their age and can explain the effects of pushing, pulling and squeezing toys and predict which car will move the furthest using a ramp and measuring the distance travelled. They have also identified how they can change shapes by bending, twisting and stretching. They have satisfactory knowledge of living things, understand how humans change and grow and name the external parts of the human body and investigate the five senses. They recognise a wide range of sources of light. During a Year 1 lesson focusing on the senses and organs, pupils accurately matched the organ to the sense and experienced the challenge of classifying a wide range of substances and materials without one of the essential senses. They know a wide range of sources of light and the effect of the sun on the earth. There are insufficient opportunities for pupils to devise their experiments or record them independently.
133. By the time they are eleven, pupils' levels of attainment in most aspects of science are commensurate with the national average. This is reflected in their ability to connect an electrical

circuit in series and know that the brightness of a bulb will be increased if more batteries are added and will also diminish if more bulbs are added. They identify solids, liquids and gases and recognise how and why changes occur. Pupils have a secure knowledge of the major organs of the human body and describe their functions. During one Year 6 lesson, pupils were studying the circulatory system and explained the effect of exercise and a balanced diet on a healthy lifestyle.

134. Through their study of human beings, they not only learn about different parts of the body but also about medicinal drugs and why dangerous substances should be kept out of the reach of children. A particular strength of pupils' scientific learning is their knowledge of a healthy lifestyle and their knowledge of the dangers of smoking, alcohol and drugs. In Year 6 pupils' study of materials has been extended to include the study of reversible and irreversible changes and practical work involved separating a mixture of sugar, salt and iron filings by using previous knowledge of the properties of each material. Work is recorded in a variety of ways including lists, charts and descriptive writing and information and control technology.
135. Teaching is sound overall. Lessons are generally well planned. Learning objectives are shared with pupils and have clear links to the National Curriculum Programme of Study. They begin with questions and a brief recap of what has been previously learned and then build on this prior knowledge. Most teachers have appropriate expectations of their pupils in terms of understanding, the ability to get work done in the time, and of behaviour. This applies across both key stages. Their behaviour is managed in a positive and supportive way and relationships are secure. Pupils follow instructions carefully, concentrate well and persevere and this enhances their learning. Where learning is less effective it is because the teacher is not fully confident and material used is not always suitable for the purpose of the lesson. Some teachers are placing far too much reliance on a recently purchased commercial scheme to lead the content and teaching of science rather than using the scheme to support what is being taught. For example, they are relying on the experiments in the book to the detriment both of planning work to match the ability of all pupils and of allowing pupils to observe, reason and initiate investigations.
136. Methods of assessment are not consistent across the school, which inhibits planning the next steps in pupils' learning, particularly when teachers plan together for the next term's work. The quality of learning of all pupils, including those with special educational needs and for whom English is an additional language, is satisfactory overall but inconsistent in both key stages. Throughout the school it varies from excellent to poor and directly reflects the quality of teaching and level of independent and well-matched work. It is an excellent feature throughout Year 5 where there is more challenging investigative work than in any other year group of the school. In the classification of foods pupils collected their own data and analysed their favourite foods. There is very high quality development of knowledge on the life cycle of plants, classification of plants according to methods of seed dispersal and planning different levels of investigations.
137. Many of the areas for development identified in the previous inspection have still not been addressed. Although pupils increase their literacy skills by writing in more detail, there are still a large number of worksheets used and these reduce the opportunities for writing independently or using their own methods for recording. There is still an over-direction of much of the experimental work by most teachers resulting in pupils having insufficient opportunities to pose questions or devise their own experiments. This limits the opportunities of not only the higher-attaining pupils but also the average-attaining pupils to plan their investigations and apply a wider range of numeracy and information and control technology skills. The leadership and management of the subject is unsatisfactory in developing the investigative aspect of science and ensuring that pupils of every ability group are appropriately challenged.

138. There is a detailed policy and the school follows an appropriate scheme of work but the monitoring of pupils' attainment is insufficiently rigorous in ensuring that work is planned for the different ability groups or to identify very good practice or weaknesses, especially in whole-class teaching. Although there is a high level of revision to prepare pupils for the National Tests, pupils do not yet benefit from a sufficiently high level of investigations throughout the school. The co-ordinators ensure that resources are audited and topic boxes are taken to classrooms when required.

ART AND DESIGN

139. At the time of the last inspection standards in art were in line with expectations in Key Stage 1 but pupils went on to make unsatisfactory progress in Key Stage 2. Standards in art are now at the level expected at the end of both key stages and this represents an improvement.
140. Pupils make sound progress in their skills and understanding of art, craft and design. They learn a range of techniques and incorporate this knowledge into imaginative and lively work. Younger pupils were using clay and were experimenting with it to find out what they could do with it. They discovered they could roll it out into a snake and roll it back up and make a snail with its house on its back. They found out that if you tried to stick small thin pieces of clay together they fell apart very easily and it was better to mould a shape rather than try to attach one. There are very good cross-curricular links and these serve to reinforce and enhance pupils' work in many curriculum areas. Year 2 pupils have painted bold pictures of toys that move in connection with their science and history topics. They fill the paper well and have paid good attention to detail; however, they have not had the opportunity to mix the colours for themselves and this is an important omission.
141. The school has an excellent collection of prints of works by famous and not so famous artists, which are displayed attractively around all the buildings. There is also a good range of pictures and art from many different cultures, which are also displayed to good effect. These all help pupils make good progress in understanding the work of famous artists. For example, pupils in Year 4 have been studying patterns. They have looked at work from Africa, as well as studying patterns and designs of artists such as William Morris. They have developed their own designs 'in the style of' and these are lively and vibrant and show a good understanding of the effects the artists achieved.
142. The school has an Artist in Residence at the present time, who is working on a 'Shapes in Space' project with the pupils in Years 3 and 4. They learn effectively because they listen intently and follow instructions carefully. They use card to create self supporting three-dimensional imaginary figures. During the lesson observed all pupils made good progress and had completed a creature by the end.
143. All pupils have sketch books. These are used effectively to sketch preliminary ideas and to experiment with media to find out what they can do with them. For example, pupils in Year 5 were experimenting with the best way to arrange a still life group so that each member of the group had an interesting view. They used viewfinders to help them and then tried to ensure that they used the whole page effectively to create their compositions. Many pupils show a good understanding of shading to highlight and give depth to a picture.
144. The quality of teaching observed during the inspection was good. Planning is thorough and the school has increased its range of resources. In the lessons observed, the teachers thoroughly discussed the subject of their work with the pupils. For example, in a lesson where pupils were creating still life groups, the teacher asked pertinent questions, such as 'How could you adapt this page to make it suitable for your sketch...?' to help them plan their sketches. A discussion on how pupils could create the effect of depth was illuminating and demonstrated the confidence the children have in putting forward their own ideas. Teaching allows for pupils' skills to develop systematically and inspires pupils to work with enthusiasm and confidence at challenging tasks. Pupils learn effectively because they are encouraged to question and experiment for themselves.

The expectations of the quality of work and behaviour are high. Pupils are keen, inquisitive and enthusiastic. They share materials and ideas eagerly. They work very well within the constraints put upon them by the accommodation and at all times are sensible and behave well. It is evident from the work observed around the school that the pupils in Key Stage 1 and the youngest pupils in Key Stage 2 are benefiting from the increased emphasis that has been put on art since the previous inspection. Pupils with special educational needs and those for whom English is an additional language make good progress and learn effectively because teachers ensure they understand the requirements of the tasks but encourage them to work independently to improve their skills. The quality of their work overall is comparatively higher than that of pupils further up the school because they have been taught basic skills systematically.

145. The subject is well managed. The co-ordinator has a very clear view as to how the teaching of art should be developed throughout the school and has considerably increased the scope of art and design since the previous inspection. A good quality assessment procedure has been proposed and nationally approved guidelines are incorporated within the school schemes of work.

DESIGN AND TECHNOLOGY

146. Last September the headteacher took over the responsibility for design and technology. In the previous report this was an area of weakness. Under his recent guidance, the school has made satisfactory progress in its approach and delivery.
147. Standards are at national expectations at the end of Key Stage 1. At Key Stage 2, standards are below the level expected because pupils have not developed their design and technology skills over time and so do not have the background of experience to support the work they are now doing. Work at the start of Key Stage 2 is much closer to a level expected but the work of older pupils shows limited development of drawing skills, the consideration of alternative solutions, testing or evaluation.
148. The school has adopted nationally approved guidelines as its scheme of work. This provides the structure for activities throughout the school. To support teachers further, the school has also adopted a published scheme, which helps with the detailed planning for lessons. In one lesson, for example, the teacher planned a very effective method to introduce a topic on puppets. As each puppet was produced from a bag, its features, use and place of origin were discussed and then the teacher focused on the very clear lesson objectives that required pupils to identify the materials and methods of construction.
149. Such good planning was a characteristic of all the lessons observed and helped to promote a standard of teaching that is satisfactory at both key stages. The management of pupils is good and this enabled, for example, a Key Stage 2 lesson to progress well despite the excitement that resulted from the teacher producing a variety of sandwiches for tasting. The main weakness in teaching is the limited level of knowledge and understanding some teachers have of the requirements of design and technology. In one lesson, for example, a follow-up activity did not promote the learning objectives and was not design and technology. The school is aware of this problem and is planning to include staff training in design and technology in the next academic year.
150. Pupils, including those with special educational needs and those for whom English is an additional language, made progress that is at least satisfactory in lessons and in the work seen at both key stages. This is because the pupils acquired the knowledge and understanding of the learning objectives presented. In the Key Stage 1 puppets lesson, for example, they could identify the fur, towelling and felt used in construction. They made intelligent guesses about materials they could not see, such as plastic and wood, and they identified several methods by which the materials had been joined, such as glue and stitching.
151. The school is at the beginning of its development in design and technology. The newly adopted system for assessing pupils' work has started to record the standards achieved. The school

needs to monitor this over time to ensure that pupils make progress and the standards at the end of Key Stage 2 improve. Improving teachers' knowledge and understanding of the process of technology and considering how skills can be progressively developed throughout the school are two key areas to be addressed if the current positive development is to be maintained.

GEOGRAPHY

152. It was only possible to see one lesson in each key stage but the work in pupils' files and on display was examined. At the end of Key Stages 1 and 2 standards are average, indicating that standards have improved a little to be more consistent since the last inspection. Pupils have satisfactory geographical skills, knowledge and understanding and by the end of Key Stage 2 a few pupils attain higher levels. Pupils in Key Stage 1 understand simple terminology, as, for example, in a walk around the locality to look at buildings and features. They have an early understanding of maps and know some features of hot or cold countries. Within Year 1, for example, most children made sensible choices of clothes to wear for hot or cold climates.
153. At Key Stage 2, pupils are beginning to ask geographical questions and to collect evidence. For example, in Year 3 pupils designed a questionnaire to find out about people's leisure activities or how they spend their time. Most pupils identified relevant questions and were helped by the focused approach of the teacher. Most pupils can comment on features, follow directions and read maps and plans. The pupils have a developing understanding of environmental issues and what may cause pollution. In a historical study of how settlements change, for example, in comparing their locality around one hundred years ago with today, pupils used a good variety of geographical skills. The Year 6 residential visit to Wales provides good opportunities for geographical studies and work on contrasting places. Work is presented in a variety of ways such as diary accounts, graphs, charts and pictures and indicates that pupils meet the national expectation. Previous work indicates that by the end of Key Stage 2 pupils have satisfactory general geographical knowledge of the UK, Europe and the wider world, for example of capitals, rivers and mountains. Pupils are beginning to use information and communication technology to access information although this is at an early stage.
154. Pupils are making satisfactory progress in lessons at both key stages. The generally practical approach by the teachers helps pupils to have good attitudes and enjoy geography, providing worthwhile learning of basic skills. The higher-attaining pupils are usually challenged by the tasks to give more detailed reasoning. They respond to questioning, follow instructions and sustain their concentration in individual or group work. Pupils with special needs or English as an additional language receive good support. Pupils engage well with the activities and are keen to take part - they stay on task and treat resources respectfully. They are increasingly aware of geographical issues through the school and become more competent in recording their evidence. The folders of a few pupils in Year 6 on their visit to Wales showed good investigative work and good expression. They clearly enjoyed the investigative and extended topic work. Most pupils work well together and enjoy talking about their work and contributing to discussion in lessons.
155. In the small sample of lessons seen, the quality of teaching was satisfactory. Teachers have satisfactory subject knowledge and plan lessons to match the needs of the pupils. The teachers were well organised and had an appropriate range of resources, for example of clothes for different climates. Teachers plan to national guidance and the learning objectives are clear. Class management is good and teachers use praise and questioning well to encourage and support the pupils. The pace of lessons is suitably brisk. Homework does not appear to feature for the lower part of the school but pupils are given homework to research their topics in the upper years. The subject is well managed; the co-ordinator provides appropriate support for colleagues and has prepared a subject action plan that is guiding her developments well. Assessment procedures are informal at present and require sensible development. Good use is made of the school grounds and the locality and in Year 6 pupils enjoy an annual field trip to Wales. Resources are satisfactory, although they should continue to be extended.

HISTORY

156. History at both key stages is in line with expectations for pupils aged seven and above average at age 11. This reflects the standards at the last inspection. The school has kept pace with the changes that have taken place in the curriculum since the last inspection and is mainly the result of the confidence of the teachers and the expertise of the co-ordinator in both subject knowledge and the methods used.
157. No lessons were observed in Key Stage 1 but an examination of pupils' work showed that by the age of seven pupils are developing their knowledge and understanding of the passing of time and the changes that spring from this. They understand from studying old and new artefacts, such as radios, how life has changed over the last few years. They study a range of toys from simple sticks and stones to the fashionable computer games of modern times, to see how children have played through time. They gain an understanding of how toys often related to the wealth of a family and compare the similarities and differences between a hobby horse and the more sophisticated rocking horse of the rich family.
158. By the time they reach the end of Key Stage 2 most pupils have gained a greater awareness of the significance of historical events. They have gained knowledge of invasions by Vikings and learned about life in Tudor and Victorian times. In Year 5 pupils use maps of the local area to compare and contrast how the area has changed over time and also to understand how many places received their names; for example, how Seven Sisters refers to the seven elm trees that were planted on that site many years ago. By carrying out independent research, using the computer as well as reference books, pupils in Year 6 gain an understanding of children's lives in rural communities in Victorian England. By the end of the key stage they are able to use both primary evidence and secondary evidence with confidence. The more able can understand how to separate fact from opinion. The links established with other subjects are a strength, particularly the comparison of maps.
159. There are effective links with other subjects and particularly with literacy. Pupils in Year 5, as part of their study of the Tudors, had to write a letter to Queen Elizabeth ^{1st} asking for money for a round the world voyage. As examples of persuasive writing the letters were highly convincing and showed a very good understanding of both the task and the times. There is some evidence of older pupils using the Internet to research their work on the Victorians. They use this effectively, selecting, downloading and printing off the evidence they require. However, the school has not invested in enough software to make independent enquiry in school possible for all pupils.
160. It is not possible to make an overall judgement on teaching as no lessons were observed in Key Stage 1. Teaching observed in Key Stage 2 was good and some was very good. Pupils learn effectively and are motivated by the enthusiasm of teachers and by the secure knowledge they impart. They respond to work set for them with good co-operation both with the teacher and classmates. For example, in a lesson in Year 4, the excellent planning and very good resources provided to pupils about the Viking raid on the Monastery at Lindisfarne allowed them to delve into the times and understand what really happened. A large scale map of the whole area allowed them to appreciate the proximity of Northumberland to the Norwegian coast. They listened intently to the Gregorian chant of the monks and could appreciate the disruption and chaos such a barbaric attack would have on such gentle folk. The strategy adopted by the class teacher of allocating a short phrase to each table enabling pupils to take small parts in the drama enabled the pupils to enact the massacre for themselves. It was poignant and intensely convincing. It says much for the self-discipline of the pupils and the effectiveness of the school's behaviour policy that the pupils ceased their noise at a word from the teacher and immediately re-took their seats. Teachers use focused questions to draw out knowledge and allow pupils to draw their own conclusions about whether, for example, roads and railways follow ancient tracks as shown on old maps. The more able pupils had more challenging tasks set to raise their standards. All pupils, including those with special educational needs and English as an additional language, made good progress, particularly when extra support was available in the classroom. Efforts are made specifically to involve all pupils in discussions and time is given for pupils to formulate and express their thoughts.

161. The subject is very effectively led by an enthusiastic and inspirational co-ordinator and is consolidated by skilful teaching, particularly in Key Stage 2. The work is appropriately taught in blocks alternating with geography. The subject is monitored conscientiously and samples of pupils' work are regularly collected and scrutinised. Good quality feedback is provided. Assessment procedures and the recording of progress are strengths and have been instrumental in raising standards, though it is too early to judge their full effectiveness. There is a good range of resources and the curriculum is enhanced by a range of visits. For example, Year 5 pupils visited The Tower of London as part of their study of Tudor times.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

162. The school has made satisfactory progress since the last inspection. At that time, there were four key areas for identified and the school has made sound progress against each. A major concern was that there was insufficient appropriate equipment available. The school now has a network of new machines distributed throughout the school. Every class has one and some have two. Some software is available on all the machines but there is insufficient for the foundation subjects. Machines are timetabled for use by pupils and this ensures that all have the chance to develop their skills.
163. Two of the previously identified concerns were related to the curriculum. The school was not meeting statutory requirements because some aspects were not covered and the standard of work in those aspects that were covered was too low. The curriculum now meets statutory requirements. The co-ordinator has adopted the QCA scheme of work and identified, for each teacher, the elements they need to cover each term. The co-ordinator then checks that the elements are included in teachers' planning and monitors lessons to ensure that the topics are covered in an appropriate way.
164. Standards at the end of both key stages are still below the level expected nationally. However, the school now has a system for monitoring the development of individual skills and for keeping evidence of how pupils have applied their skills to their work. As yet, it is in use only from Year 2 to Year 6. The system, which is of high quality and uses pupil self-assessment, is recent and so there is little evidence to show progress so far, although some of the work in Years 3 and 4 is now at an appropriate level. The work in Year 5 and 6 is still below the expected level largely due to the previously limited experiences of the pupils. The school is, however, ensuring that these pupils are given opportunities to experience the full range of the curriculum and this means that Year 6, for example, are involved in making presentations and exploring systems for monitoring continuous change.
165. The final concern raised by the previous report was that the skills of the teachers were under-developed. Again, the school is addressing the issue, although more is still required. Using a combination of a national staff development scheme and some in-house training, the school is developing teachers' ICT skills. The co-ordinator is using the information from monitoring and the planning for the classes in the next term to ensure that each teacher is familiar with appropriate software and has considered applications to the classroom. The approach works as was illustrated in one lesson where the teacher introduced different types of graphs to pupils using temperature data collected overtime. The teacher was able to illustrate the capabilities of the program and discuss the appropriateness of different graphs. Afterwards, several pupils were able to explain the key elements of the lesson and several were confident that they could reproduce similar results with the program. This is one example of satisfactory teaching which was typical of all the ICT teaching observed. Planning is good and the teachers motivate the pupils well. The emphasis given to improvement is good and ensures that pupils are aware of their own success. ICT is beginning to be used across the curriculum but its use is not consistent across all subjects. The lack of appropriate software also inhibits this development.
166. The progress made since the last inspection and the positive situation the school is now in are largely due to the very effective co-ordination of ICT. A clear direction has been set and the

support of all the staff, particularly the headteacher, has meant that standards are beginning to improve. The school will need to continue to monitor the standards to maintain this encouraging improvement.

MUSIC

167. Standards in music throughout the school are at least good and sometimes very good. At the last inspection, achievement in music was satisfactory and broadly in line with expectations. All pupils make good progress in their knowledge and understanding, performing and composing. Music teaching is generally good and some very good lessons were observed in which pupils achieved very well due to high teaching expectations, structured planning and appropriate teaching strategies.
168. Pupils in Key Stages 1 and 2 are given opportunities to experience a wide range of relevant musical experiences. A combination of schemes of work from the National Curriculum and radio, film and television schemes provide a rich and varied programme in lessons. Most lessons are structured to include listening to various compositions, both multi-cultural and multi-media, pupils' own compositions and interpretations and learning new songs, hymns and scores. There are equal opportunities provided for pupils with special educational needs and English language learners. In some lessons, pupils select from a range of tuned and untuned instruments and are given the names of each one as they choose. They handle these with care, discriminate aurally and take turns as they learn the new score from 'Lights, Camera, Action!' They show obvious delight and pleasure as they sing and play along with the taped recording. As the lesson progresses, the atmosphere in the room is energising. Some pupils show a very high level of competence in both singing and playing. It is evident that all pupils enjoy music and respond to the high expectations of the enthusiastic and skilled co-ordinator, who is supported by the pupils' class teacher. Pupils across both key stages understand an extensive range of musical vocabulary. They are learning to write and read music and lessons also include instruction on musical notation. Pupils in Key Stage 2 have a good understanding of the value of musical notes and interpret these very well when singing from a score.
169. There is good use made of music from different cultures to reflect the rich diversity of cultures represented in the classes. The teacher includes all pupils in musical appreciation and also provides opportunities for everyone to take part in performance and composition. Pupils listen critically to music and their opinions are valued and encouraged. Rhythm, pitch and timbre are taught skills alongside improvisation and interpretation of musical phrases.
170. Hymn singing is the sequel to each lesson as the school celebrates the religious faith. Pupils take part in church services and group and individual performances are praised and valued.
171. Musical co-ordination and the provision of resources are also good. Assessment procedures are largely informal at this stage and are in the process of being developed. Instruments are stored, distributed and collected with care by staff and pupils. There are opportunities for pupils to learn a range of instruments from visiting specialists. In addition, the school choir practises during a lunch break. There are also regular practices for the school's involvement in the Haringey music project and pupils and staff take great pride in this involvement. Music is valued in the school and contributes to the rich cultural experiences of all pupils.

PHYSICAL EDUCATION

172. Few lessons were observed in physical education but from those seen attainment in physical education is in line with what is expected of pupils at seven and eleven. Overall standards have been maintained since the last inspection. Pupils in Year 2 execute movements linked to a music tape on the theme of thunder. They carry out a sequence of movements and create a rain dance. They practise and refine movements and adapt them, mimicking the action of avoiding puddles or leaping over them in a controlled way showing good co-ordination.
173. Pupils in Year 5 understand the reasons for warming up before exercise and demonstrate knowledge of the effect of exercise upon the heart. They explore different ways of travelling using different parts of the feet. Some pupils demonstrate skills in changing speed and show awareness of the importance of synchronising movements in a group performance. Pupils' achievement is satisfactory overall. Where it is better, this is due to good subject knowledge, careful planning focused on specific skills to be developed and effective on-going assessment and evaluation to improve pupils' performance. Pupils in Year 6 swim on a regular basis. The teaching is good and carried out by qualified instructors. It enables the pupils to develop the skills they require in order to be able to swim 25 metres by the time they reach the end of the year. The great majority of pupils are likely to achieve this goal and many will achieve more. The sessions are efficiently organised so that the minimum time is spent on travel to and from the venue.
174. It is not possible to make a judgement on the overall quality of teaching as too few lessons were observed in Key Stage 1. The quality of teaching in the lessons seen in Key Stage 2 was good overall and varied from satisfactory to very good. Where teaching is very good teachers clear objectives are identified and used to evaluate pupils' achievement. Teachers brief pupils about the skills to be practised and use demonstrations and appropriate coaching points to enable them to improve their performance. Effective questioning enables pupils to evaluate their own and their peers' performances and explain why certain movements are more effective. Where teaching is less effective, pupils are not provided with enough opportunities to observe and evaluate their performance. Pupils learn effectively through practising and refining their skills. They are diligent, enthusiastic and listen carefully. Levels of concentration are high and behaviour is generally good.
175. A good range of extra-curricular activities are provided for gymnastics, football and softball with coaching for cricket. Pupils in Year 6 participate in appropriate outdoor activities when they go on their field trip to Pendarron in Wales each year. Although there are opportunities, especially within the science curriculum and the healthy living project, there are few cross-curricular links at the present time. Information and communication technology is not being used in relation to any aspect of physical education. The subject is managed satisfactorily, although assessment arrangements and monitoring of the subject are informal and underdeveloped at present.