

INSPECTION REPORT

MORELAND PRIMARY SCHOOL

Moreland Street, London

LEA area: Islington

Unique reference number: 100415

Headteacher: Ms Sue Goodman

Reporting inspector: Mr Stephen Beaumont
8440

Dates of inspection: 25th September – 28th September 2000

Inspection number: 224141

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Moreland Street Goswell Road London
Postcode:	EC1V 8BB
Telephone number:	020 7253 8144
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Ware
Date of previous inspection:	26 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Stephen Beaumont - 8440	Registered inspector	Information and communication technology Physical education	What sort of school is it? What the school should do to improve further? The school's results and pupils' achievements
Candy Kalms - 9275	Lay inspector		Pupils' attitudes values and personal development Attendance How well does the school care for its pupils? How well does the school work in partnership with parents?
Christine Thomas - 24251	Team inspector	English Music	How well is the school led and managed?
Martin Cox - 2318	Team inspector	Mathematics Religious education Special educational needs	How well are pupils taught?
Raminder Arora - 16773	Team inspector	Science Art Design and technology	
Kanwaljit Singh - 3574	Team inspector	Geography History Areas of learning for children in the foundation stage English as an additional language	
Gavin Graveson - 17939	Team inspector		How good are the curricular opportunities offered to pupils?

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average primary school, with 364 pupils on roll, including 53 children in the nursery. The school serves local families from a variety of cultures, and sees this multi-cultural community as of positive educational advantage. The majority of children live in high rise housing with very limited outdoor play facilities. Recently there has been a marked increase in the number of pupils attending the school for short periods of time, many being refugees or asylum seekers. 165 pupils have English as an additional language, of whom 93 receive additional support, and 59 are in the early stages of speaking English. This is well above the average figure for primary schools nationally. 187 pupils [51%] claim free school meals, which is well above the national average. There are 140 pupils with special educational needs, which is also above the national average. It is a school designated by the local education authority as having facilities for children with physical disabilities. Many children enter the nursery classes with standards below those expected nationally of three year olds, but when they leave the reception class their skills and knowledge are broadly in line with those expected of children of five.

HOW GOOD THE SCHOOL IS

This is an improving school, which provides a satisfactory level of education overall. Standards are improving, but unsatisfactory at Key Stage 1. The quality of teaching is good in Key Stage 2, satisfactory in the Foundation Stage, and unsatisfactory in Key Stage 1. Leadership and management are satisfactory, and the school provides satisfactory value for money.

What the school does well

- Provides good quality teaching and learning at Key Stage 2, which ensures pupils make good progress.
- Ensures that pupils with special educational needs and those with English as an additional language make good progress throughout the school.
- Teaches a well-constructed broad and balanced curriculum with good opportunities for out of school activities.
- Manages pupils' behaviour well which leads to the development of good attitudes and good personal development and relationships.
- Provides good opportunities for moral and social development.

What could be improved

- Standards in Key Stage 1 in English, mathematics and science by improving the quality of teaching.
- The quality of teaching throughout by raising expectations of higher attaining pupils and giving them more challenging work, using ongoing assessment more effectively, and making more effective use of classroom assistants at the start and end of lessons.
- Management by appointing further curriculum co-ordinators, improving the effectiveness of the governing body, and ensuring that all statutory requirements are met.
- Maintenance of the premises and safety of the playground.
- Attendance and punctuality of pupils.

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 January 1998, with a follow up to this in October 1998. The school has made good progress overall in acting on the issues which were identified. Standards have improved, notably in Key Stage 2, but further improvement is still needed in Key Stage 1. There has been marked improvement in constructing curriculum policies, monitoring the quality of learning, and ensuring that the National Curriculum is in place. Staff now have appropriate opportunities for their own professional development, and teachers' absences have been reduced significantly. The budget is now coming out of deficit, and the school is providing satisfactory value for money. The morale of staff is high and there is a shared commitment to raising standards further.

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
	1997	1998	1999	1999
English	E*	D	E	D
Mathematics	E*	C	E	C
Science	E*	D	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Children enter the nursery with skills and knowledge below those expected of three-year-olds nationally. They make good progress in the Foundation Stage and when they leave the reception class they have attained nationally expected levels for children of five.

In the National Curriculum tests at the end of Key Stage 2 in 1999 pupils' standards were well below the national average in English, mathematics, and science. When compared with schools from similar backgrounds standards were below average in English and science, but broadly in line with them in mathematics. Results from the tests taken in May 2000 show a marked improvement. There is a continuing trend of improvement over the last four years.

Results from the 1999 National Curriculum tests for pupils at the end of Key Stage 1 [seven-year-olds] in reading, writing, and mathematics were very low, and well below the national average. Although there was a marked improvement in standards in the May 2000 tests standards over the last four years do not show the same continuing improvement as those achieved by pupils at the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	
Attitudes to the school	Pupils have good attitudes, They want to come to school and they enjoy their learning.
Behaviour, in and out of classrooms	Pupils behave well in and around the school. They move around the school in a very orderly way. Behaviour in classrooms is generally good, but a small minority of pupils misbehave in lessons, and this slows progress.
Personal development and relationships	Pupils learn and play well together. There is good racial harmony and children relate well to each other and to adults. Personal development is good.
Attendance	Attendance is unsatisfactory, with absences well above the national average. A considerable number of pupils are often late in the mornings.

Pupils enjoy school, are generally eager to learn, and make good relationships. Attendance and punctuality are unsatisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall satisfactory	satisfactory	unsatisfactory	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.

Of the almost 100 lessons inspected the quality of teaching was at least satisfactory in nine out of ten lessons. In over half the lessons the teaching was good, and in less than one in ten it was unsatisfactory. Teaching in Key Stage 2 is good. In Key Stage 1 teaching is unsatisfactory, particularly in Year 2. Teaching in the Foundation stage is satisfactory.

Teachers plan individual lessons well, and have good strategies to deal with challenging behaviour. They plan effectively for the needs of pupils with special educational needs, and those with English as an additional language, but do not always provide work that is challenging enough for higher attaining pupils. Teaching of literacy and numeracy is satisfactory in the Foundation Stage, unsatisfactory in Key Stage 1, and good in Key Stage 2. The quality of learning is satisfactory overall. Pupils with English as an additional language, and those with special educational needs, make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has a broad and balanced curriculum. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	There is good provision. The teacher with responsibility for their needs gives good leadership and pupils make good progress.
Provision for pupils with English as an additional language	Provision is good. All staff work well with the specialist teacher in meeting pupils' needs. Pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides good moral and social teaching. There is satisfactory provision of spiritual and cultural education. Pupils benefit from being part of a multi-cultural community.
How well the school cares for its pupils	The school makes satisfactory arrangements to ensure that children are safe and well cared for, but there is no health and safety policy, and parts of the playground are unsafe.

The school makes considerable efforts to involve parents in the life of the school and to help them with the education of their own children. There are not enough translators available to make contact direct, and parents do not have enough details about their own children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for the school and has succeeded in bringing about marked improvement since the last inspection. The acting deputy headteacher is very effective. Not all subjects have curriculum coordinators, and this is a weakness.
How well the governors fulfil their responsibilities	Most governors are recently appointed and they are beginning to work well together. They have been successful in bringing the school's budget into balance. They recognise that they need to take a greater strategic role, and use their expertise more fully.
The school's evaluation of its performance	Teachers make good use of formal assessments, and evaluate performance of various groups of children to good effect. As yet the governors do not evaluate performance against that achieved in similar schools sufficiently.
The strategic use of resources	There is an adequate number of staff who are well deployed. Classroom assistants provide good support, other than at the start and end of some lessons. There is plenty of accommodation, but it is poorly maintained. There are adequate resources for learning.

The school evaluates its own performance well and the school's aims are reflected in policies, and in what the school plans to do. The headteacher and governors are aware of the need to gain best value, and have been constrained in spending until recently by a deficit budget. There are weaknesses in that not all statutory requirements are met, and governors are not yet fully effective in checking on standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school. • There is good teaching. • It is easy to approach the school with problems. 	<ul style="list-style-type: none"> • Information about how my child is getting on. • Working more closely with parents. • Homework.

Inspectors agree with parents' positive comments. They consider that homework set is about right for the age of pupils, but agree that the school could work more closely with parents and in providing clearer and more detailed information as to progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the nursery with skills and knowledge below those expected of three-year-olds nationally. They make good progress in the Foundation Stage and when they leave the reception class they have attained nationally expected learning goals for children of five.
2. In the National Curriculum tests at the end of Key Stage 2 in 1999, the proportion of pupils achieving nationally expected levels was well below the average figures for all primary schools in English, mathematics, and science. When compared with schools from similar backgrounds standards were below average in English and science, but broadly in line with them in mathematics. Results from the tests taken in May 2000 show a marked improvement. There is a continuing trend of improvement over the last four years.
3. Results from the 1999 National Curriculum tests for pupils at the end of Key Stage 1 [seven-year-olds] in reading, writing, and mathematics were very low, and well below the national average. Although there was a marked improvement in standards in the May 2000 tests, standards over the last four years do not show the same continuing improvement as those achieved by pupils at the end of Key Stage 2.
4. Inspectors judge that current Year 2 pupils' standards at the end of Key Stage 1 will be well below those expected nationally in English, mathematics, and science. There is a particular weakness in writing skills. Standards in information and communication technology will be below nationally expected levels. Progress in Key Stage 1 is unsatisfactory other than for pupils with special educational needs or who have English as an additional language. Inspectors judge that standards in history, geography, music, and physical education will be broadly in line with nationally expected levels. Inspectors could not find enough evidence to report on standards in design and technology. Standards in religious education are in line with what is expected in the Locally Agreed Syllabus for Islington.
5. Inspectors judge that pupils currently in Year 6 will attain standards that are broadly in line with those achieved nationally in English, mathematics, and science. They are also on course to achieve the expected National Curriculum levels in art, music, physical education, information and communication technology, history, and geography. Inspectors could not find enough evidence to report on standards in design and technology. Standards in religious education are in line with what is expected in the Agreed Syllabus for Islington. Progress in Key Stage 2 is good.

Pupils' attitudes, values and personal development

6. The attitudes and behaviour of the large majority of pupils in the school are good. This has a positive effect on the learning that takes place. However, there is a small minority of pupils with unsatisfactory work attitudes and behaviour. This directly affects the quality of learning of the pupils themselves and of other pupils in these lessons.
7. Most pupils in both key stages come to school with good attitudes to learning and are interested in their work. In the majority of lessons they enjoy learning, and generally listen carefully to their teachers. Pupils are well motivated and attentive, responding well when the work is interesting. In most lessons pupils concentrate well, and many are keen to answer questions and contribute to discussions, for example in a Year 5 art lesson the discussion made a positive contribution to their learning. Year 6 pupils sustain concentration and respond well in most lessons. However, in some lessons pupils are less attentive and more disruptive, for example in a Year 4 mathematics lesson. These unsatisfactory attitudes slow down lessons as the teacher has to frequently remind pupils to pay attention, and this prevents pupils from sufficiently developing their skills.

8. Overall, most pupils are well behaved in lessons and around the school. In almost all lessons in Year 6 behaviour is very good. This has a beneficial effect on life in the school and the learning that takes place. Pupils play well in the playground despite the space for play being limited by the different levels. Although play is sometimes boisterous, only minor incidents took place. Pupils behaved very well travelling to and during a swimming lesson. On the occasions pupils did show some restless and challenging behaviour this was generally well handled by class teachers. However, behaviour deteriorates significantly in a Year 2 class where teaching is often unsatisfactory and pupils are poorly managed. The school has a high number of pupils with behavioural problems. Although they are generally well managed exclusion is used as the ultimate sanction for severe misbehaviour. This has resulted in a high level of fixed term exclusions in the school. Records show that incidents of harassment and bullying do occur very occasionally, although none was observed during the inspection. The school has effective procedures to deal with these occurrences.
9. Relationships in the school are good among pupils and between pupils and staff. These relationships contribute considerably to the motivation of pupils. Most pupils listen to each other during lessons and respect the feeling values and beliefs of others. Racial harmony exists within the school. Pupils of different ethnic, cultural and religious backgrounds are thoroughly integrated and relate very well to each other. When given suitable opportunities, pupils work well together in pairs and in small groups. They co-operate well on joint activities, for example pupils in a Year 4 religious education lesson sensibly discussed ideas about 'How Hindu People Worship'. The school custom is for pupils to refer to their teachers by their first names, and there were no examples of pupils taking advantage of this informal approach.
10. Pupils' personal development is good. Pupils respond well to opportunities to take on individual responsibility in the school; for example, returning registers. Year 6 pupils are involved in the daily routines in the school and are willing and helpful in their responsibilities for preparing the hall for assembly and looking after pupils in nursery and reception at break times. Pupils respond positively to a wide range of extra-curricular activities particularly the Gardening Club.

HOW WELL ARE PUPILS TAUGHT?

11. Overall, the quality of teaching in the school is satisfactory. It is good in Key Stage 2, where it has clearly improved since the last inspection. Across the school, 91 percent of the lessons observed were satisfactory or better and some very good and excellent teaching was in evidence in both key stages. Teaching in Key Stage 2 is better than in Key Stage 1 and the Foundation Stage. In the Foundation Stage the quality of teaching is satisfactory with many examples of good teaching and only one unsatisfactory lesson observed. Teaching quality has been maintained since the last inspection. Overall, the quality of teaching in Key Stage 1 is unsatisfactory. This represents a fall in quality since the last inspection. However, the teaching in Year 1 was in the range of satisfactory to very good. The weakness in the teaching is at the top of the key stage, in Year 2, where the majority of lessons were unsatisfactory. Teaching for pupils with English as an additional language, and for those with special educational needs is good.
12. A particular strength in the teaching is in the management of the pupils in all year groups with the exception of Year 2. There is good use of support staff in the Foundation Stage where all staff work well as a team, plan together, and make good use of time and resources. The main strengths in the teaching are to be found within Key Stage 2 and in Year 1, in Key Stage 1. Teachers, overall, have a sound knowledge and understanding of the subjects they teach. They are using the principles of the literacy and numeracy strategies effectively, including the teaching of basic skills. As a result standards are improving, particularly in mathematics, and more steadily in English. The quality of teaching in religious education is good across the school. Good use is made of resources including outside speakers. Most teachers use questioning effectively to build pupils' confidence and to encourage them to share their own knowledge and ideas. In an excellent mathematics lesson in Year 6 the teacher skilfully targeted individual pupils with questions matched to their ability and designed to make them think, to use appropriate mathematical language and to extend their speaking skills. Work is marked up-to-date, and often provides feedback on how well pupils have learned with helpful and constructive comments. However, this is not consistently applied throughout the school.

13. The main weaknesses in the teaching are evident in the quality and use of assessment across both key stages. The procedures are in place, particularly in the core subjects of English, mathematics and science but the use of the assessments to support individuals and groups of pupils in the short-term is inconsistent. Some teachers had not prepared their assessments three weeks into the term, although others were well advanced. This aspect is insufficiently monitored to ensure conformity. The majority of unsatisfactory lessons were observed in Year 2. Here, the management strategies were only just about retaining the pupils' attention, the pace was too slow and it was not clear enough to the pupils what they should be learning. Planning was superficial in the short-term and there was insufficient variety of teaching strategies to motivate and inspire the pupils.
14. Planning is mainly sound with some good planning in Key Stage 2. Medium-term planning is good and based on the useful curriculum 2000 document drawn up by the school to ensure curriculum balance and relevance. Teachers are usually clear about what they want pupils to learn and in most lessons these objectives are shared with the pupils and reviewed at the end of sessions. Pupils are often reminded throughout lessons about the learning intentions. This has a very positive effect on the pupils' progress. Planning in the Foundation Stage is based on the learning goals, and these children receive a sound learning base, which prepares them well for entering Key Stage 1. Most teachers pitch the right level of work for the majority of pupils, but not always for the higher attainers, particularly in Key Stage 1 where some of the work, was too easy and not stretching pupils sufficiently. Work output in Key Stage 1 is limited and often poorly presented. In some lessons, particularly but not only, towards the end of Key Stage 1, there are too few opportunities to extend higher attaining pupils with timed tasks suited to their capabilities.
15. The quality of teaching in the special educational needs withdrawal groups is good. The planning meets the needs of the pupils well and there is good liaison between the special needs teachers, class teachers, and the co-ordinator. Class lessons mainly take account of these pupils, drawing on their individual targets and enabling them to gain access to the curriculum. Sometimes, however, they miss vital activities. For example, visiting speakers and assemblies. The quality of teaching for pupils with English as an additional language is good.
16. Most staff are using effective strategies to improve and sustain the good behaviour of the pupils. This consistency is essential. The unsatisfactory behaviour of some of the pupils has a negative effect on their progress. Other adults working in the classes, at break and lunchtimes, take an active role and in the majority of lessons are well integrated into the teaching provision. A weakness is their involvement in the introductory and concluding sessions where they are often sitting for long periods of time uninvolved. Most teachers make clear what is acceptable behaviour and use praise well and enable pupils to demonstrate their achievements. In many classes the pupils respond by listening well, supporting each other and taking a pride in the quality and presentation of work. They also respond well to the brisk pace set in the better lessons, though this was too slow in some Key Stage 1 lessons.
17. Homework is set regularly in amounts appropriate to the age and ability of the pupils. It is recorded in the pupils' homework books and, in some classes includes reading diaries. Although there are some inconsistencies in practice, overall homework procedures are satisfactory and prepare pupils for the next stage of their education well and pupils also get into the habit of working outside school.
18. The effect of teaching is to bring about good learning in Key Stage 2, unsatisfactory learning in Key Stage 1, and satisfactory learning in the Foundation Stage.

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

19. The school provides a broad and balanced curriculum, which fully meets statutory requirements. This is a significant improvement since the previous inspection. The school provides a satisfactory curriculum for pupils with special educational needs.
20. The quality and range of opportunities for learning, both inside and outside the classroom, are good at Key Stage 2, and are satisfactory at Key Stage 1 and at the Foundation Stage. In general the curriculum is worthwhile and relevant to the needs of all pupils, including those having special educational needs.

21. Within the National Curriculum and religious education the school has adopted an effective approach to ensure coverage of all the subjects in the course of each year, and gives priority to areas of learning in which pupils have more difficulty, such as writing for meaning. The school's strategies for literacy and numeracy are good, though they are better at Key Stage 2 than at Key Stage 1.
22. However, there is insufficient differentiation and challenge for higher attaining pupils across the school. The school is aware of this and; for example, the deputy headteacher will attend a course with more able pupils in mathematics later in the term. In addition, not all pupils have equality of access and opportunity as a result of the withdrawal from some lessons and activities of pupils with special educational needs requiring reinforcement teaching. These weaknesses in practice must be improved.
23. Provision for personal, moral, and social education is good throughout the school, and this continues the good practice noted in the previous inspection. There are designated lessons as well as opportunities planned within the different subjects for pupils to develop confidence and take responsibility for their actions. For example, Key Stage 2 classes were asked to reflect in lessons and assemblies on truth telling, the dilemmas individuals can face, and how these can be considered rationally. Pupils are prepared for their future role as citizens by; for example, facing issues of current concern, such as the Year 4 class that considered the recent oil and petrol crisis. Health education and self care (including the teaching of sex education in Years 5 and 6) is also planned effectively to enable pupils to understand the issues so as to make informed choices. This range of provision is well in line with the non-statutory guidelines within the new National Curriculum 2000.
24. Provision for spiritual and cultural development is satisfactory, and seeks to promote pupils' self-esteem and self-awareness, while valuing the beliefs and traditions of others. For example a Year 5 class considered the difference between liking and loving another person, and throughout the school there are materials and displays celebrating the cultural diversity of the multi-ethnic community.
25. Overall the provision for the development of pupils' spiritual, moral, social, and cultural development is satisfactory.
26. Extra curricular activities such as football, hockey, netball and dance feature after school, particularly for pupils in Key Stage 2. The gardening club is open to all pupils, and some former pupils, who are very enthusiastic and eager to learn, and proud of their achievements in growing produce. All classes have opportunities to make visits during the day to a range of places relevant to the curriculum in art, music, English, geography, history, and science.
27. A number of visitors from the community come to the school to support pupils' learning. These include parents working in classes. Over 20 staff from a local law firm visit each week to offer a reading mentor programme to Years 5 and 6 which is very much appreciated by the pupils who clearly benefit from the individual attention. Visitors come to talk to the pupils from a range of local faith communities, and from local services and charities, such as the Fire Service and the RSPCA. This range of provision is good.
28. The school also has good contacts with a range of other institutions. For some years there have been local sporting competitions, and music festivals. More recently the school has supported the Kings Square pre-school centre which offers an early morning to late evening 'wrap around' service for working parents, ensuring that children are delivered to and collected from school, and provided with an alternative to the school's own Play Centre. There is good collaboration on this venture, which builds on the contacts established as a result of the transfer of pre-school children to the school's own nursery and reception classes. The school has recently twinned with another primary school to offer English language teaching to parents, funded by a local charity. The school is part of a newly formed 'Excellence in Cities' partnership with five other local primary schools, which has proposals to establish a Learning Support Centre and provision for gifted and talented pupils. In addition there are links with a secondary school and special schools as part of the school's work with pupils with physical disabilities. These links are valuable in themselves, and have benefited the school's provision for its own pupils. The more recent commitments, such as the Excellence in Cities partnership, have good potential as nationally funded initiatives.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. Levels of attendance are unsatisfactory. A scrutiny of the school registers, show levels of attendance to be well below the national average. Patterns of attendance are not consistent. They vary considerably between year groups and between classes in the same year. Attendance is affected by some pupils taking extended holidays during term time, individual sickness, and by families who often move at short notice without informing the school. There have been some improvements in the rate of unauthorised absence but it is still well above the national average. This is partly due to the difficulties that the school has in obtaining reasons for absence from parents. Poor punctuality is a major problem in the school. High numbers of pupils arrive late including many who are persistently late. Punctuality is also a problem at the end of the day, with some parents arriving late to collect their children.
30. The head teacher and staff are committed to the care and welfare of pupils. They devote a considerable amount of time to pupil well being, ensuring the school provides a caring supportive atmosphere that contributes greatly towards pupils' learning.
31. Child protection is taken very seriously. The school has effective systems in place to deal with child protection issues that occur. Teachers are aware that the headteacher is the designated responsible person, and are clear about the procedures to follow in the event of any concerns. The headteacher has received up to date training, although a regular pattern of formal training for all staff, including non-teaching staff has not been established. The school liaises closely with outside agencies, including the school nurse to supplement the care it provides. However, other procedures for ensuring pupil welfare are less effective. Whilst care for pupils who are unwell is satisfactory, records of playground accidents are not methodically kept and there is no formal system to ensure parents are routinely notified in the event of a head injury. Current procedures do not ensure that all staff are made aware of pupils' medical conditions. The school recognises the need to comply with statutory requirements for health and safety but has no health and safety policy. Equipment is subject to annual checks and informal checks of the site and premises are carried out. However, details of the issues and any action taken are not systematically recorded and formal checks are not carried out on a regular basis. The infant playground area is unsafe. The different uneven surfaces present a potential danger to pupils.
32. The school has very good measures to monitor and promote good behaviour. There are clear expectations of standards of behaviour in the school, which are regularly reinforced by teachers. A detailed behaviour policy clearly explains procedures for staff on how to manage discipline. It includes a suitable framework of rewards and sanctions that staff consistently follow. Very good systems are in place for staff to note and deal with unsatisfactory behaviour, the most widely used sanction being 'Time Out.' The school's strategies to deal with any incidents of harassment and bullying are good. Although the school has not established an anti-bullying policy, procedures are an integral part of behaviour management in the school.
33. The school's procedures for monitoring and supporting pupils' academic performance and personal development are good. They provide a secure foundation for pupils to learn. Good systems are in place to collect data on individual pupil's attainment in all classes. Tests and other assessments in the core subjects of English and mathematics are carried out each year and provide a good record of progress. However, these tests are not carried out in science. The results of statutory assessment tests in Years 2 and 6 are thoroughly analysed, and results used to set targets and help the school identify areas requiring extra support. In some classes the teacher's lesson plans include an evaluation of learning; for example in a Year 5 mathematics lesson the teacher evaluated the previous day's lesson and adjusted the present lesson accordingly. The school meets the requirements of the Code of Practice for pupils with special educational needs, and meets the makes appropriate provision in respect of pupils with statements. Children are identified early for additional help, and clear records are kept of their progress. Individual plans are carefully written and targets regularly reviewed.
34. Pupils' personal development is well supported through the caring ethos of the school. Teachers are aware of the needs of the pupils in their classes and note any concerns. A programme of personal and social education supports personal development well. Good work and effort are recognised and rewarded with certificates in the Monday assembly.

35. The school has some systems to monitor attendance and to follow up unexplained absence. The procedures the school has in place are not sufficiently rigorous to be effective and have had insufficient effect in improving attendance or punctuality. Parents of pupils who are persistently late are not routinely notified. The school receives regular visits from the education welfare officer to focus on individual concerns.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The majority of parents are supportive of the school. The few parents who attended the inspection meeting and completed the questionnaire were generally happy with the school. They unanimously agreed their children liked school, and are comfortable to approach teachers when they have concerns or worries. Most feel teaching is good and that the school expects pupils to work hard and achieve their best. However a number expressed concerns about homework provision, behaviour, information they receive about progress, and feel the school does not work closely with parents. Inspection evidence supports their views on the information they receive about their child's progress and agree that the school should work more closely with parents. Inspectors judged homework to be appropriate, and behaviour to be good other than in a small minority of pupils.
37. The school has developed sound links with parents but has few initiatives to encourage parents to work more closely with the school to support their children's education. Parents are however invited to assemblies. A Turkish translator is sometimes available for parents' meetings and some letters are available in Turkish but there is little support for parents speaking the other major community languages. There is a need to extend the translation and advisory support available for the school. Although pupils do take reading books home there is no consistent approach to reading at home, and only a few parents share reading at home. Home reading records have not been established as a consistent method of communicating between parent and teacher. A small number of parents help in classrooms and around the school, a particular area of interest is the gardening club. A new homework policy has improved the regularity and consistency particularly for pupils in years 5 and 6. A small active Parents' Association organises a range of fund raising and social events and has helped purchase playground equipment and other resources.
38. The quality of information provided by the school for parents is unsatisfactory. Regular newsletters do however keep parents informed about school matters, key dates and forthcoming events. A brief prospectus contains some useful information on school routines, but like the governor's annual report to parents, it lacks some required information. The school provides limited opportunities for parents to gain an understanding of the curriculum. A meeting was held to explain the National Numeracy Strategy, but curriculum focus meetings' are not a regular feature in the school. All year groups provide parents with information on the work to be covered during the term, although there is some variation in the detail they contain. The quality of information about pupils' progress in their annual written reports is unsatisfactory. Although some information is given on coverage there is little information on pupils' strengths or weaknesses and they do not identify clear targets for future learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The leadership and management of the school are satisfactory. The headteacher provides clear direction for the school, ensuring a commitment to improving standards and good relationships. As a result the schools aims are clearly reflected in its work.
40. There are good procedures in place for the monitoring and evaluation of teaching and learning, which are designed to involve all staff in the process. However the phase groups which are intended to review policies, moderate pupils' work and share good practice, are relatively new and have yet to have an impact. The headteacher and co-ordinators for literacy and numeracy carry out classroom observations and provide appropriate support to the rest of the staff through team teaching and demonstration lessons. This level of monitoring and evaluation now needs to be extended to other subject areas.

41. The acting deputy headteacher together with the other member of the senior management team supports the headteacher in promoting the aims of the school. The deputy has a clear job description but it has no major management role identified in it. The lack of subject leaders for history, geography, religious education, physical education and design technology means there is insufficient support for these subjects. At present the headteacher has the overview of these subjects together with assessment and staff development. This is not effective delegation of management responsibility and is a weakness in the management structure of the school.
42. The school has taken effective action to meet its targets. It assesses pupils' progress annually through the use of published tests, tracks their progress over time, and uses this information appropriately to set targets for individual pupils and year groups as well as targets for the end of both key stages. Through an analysis of pupils' work the school has identified the action it needs to take to raise standards; for example, in writing.
43. The recently appointed governing body and its new chair are highly supportive and active within the school. The governors have a good relationship with the headteacher and are becoming increasingly involved in the strategic planning of the school. They are very aware of the restraints on spending and have been successful, together with the headteacher, in reducing the budget deficit and in solving the problem of the high level of staff absence identified in the previous inspection. Governors are aware of the school's significant strengths and weaknesses. However, they are not yet using the comparative data available to them sufficiently effectively to challenge the school to improve its performance. The annual report to parents and the school prospectus do not meet statutory requirements and the absence of a health and safety policy means the governing body is not fulfilling its statutory duty in these respects. Assemblies are held each day, but many do not include acts of worship, with opportunities to acknowledge a deity.
44. The school improvement plan is comprehensive. It has identified appropriate priorities for development, and these are linked to the school's aims. However, the criteria for reviewing progress are not sufficiently precise, and the source and amount of funding is not always clearly identified. Specific grants are used effectively for their designated purposes. New technology is used appropriately to support the work of the school and the day-to-day office management is efficient.
45. There is satisfactory provision for staff development. Although there is no formal system of appraisal, the headteacher undertakes professional development reviews with staff annually. There has been training for the introduction of more formal systems of performance management. The induction of staff new to the school and the provision for the support of newly qualified teachers are good. The staff handbook gives detailed information about school routines, and systems are in place for experienced staff to provide further support.
46. There are sufficient teachers for the number of pupils, with suitable skills for the whole primary curriculum. The employment of additional support staff has had a beneficial effect on pupils' learning and they are appropriately deployed. However, the restraints on spending have meant there has been very little money to spend on the school building which is in a poor state of repair. The accommodation is spacious and more than adequate to meet the demands of the curriculum. A particularly good feature is the ecology garden, which is effectively used. However the interior is in need of decoration and is not kept sufficiently clean or well maintained.
47. Learning resources overall are adequate. There is a good level of resources for mathematics and for special educational needs, but resources for information technology and design and technology are inadequate.
48. The headteacher understands the principles of best value and is beginning to apply these to the work of the school. She compares the school with other similar schools, using local and national data. Appropriate action is taken to ensure proper competition when ordering stationery and other resources and major work is put out to tender. An element of challenge is provided by the link with a business partner. However, the school has still to fully implement its monitoring and evaluation policy and introduce a system of school review. The governing body recognises that it needs to develop its role in this process. Overall the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to improve standards and the quality of learning further, the governors, headteacher, and staff should:
- (A) Raise standards of attainment in Key Stage 1, especially in English, mathematics, and science by improving the quality of teaching. [paragraphs 4,8,11,13,64,66,72,86,109]
 - (B) Improve the quality of teaching throughout the school by:
 - raising expectations of what higher attaining pupils can do, and giving them more challenging activities; [paragraphs 14,22,61,67,87,121]
 - using ongoing assessment more effectively especially through using classroom assistants more effectively at the start and end of lessons; [paragraphs 13,70,79,93]
 - (C) Particularly improve the teaching quality in Year 2 by planning more closely and demanding higher levels of pupils' behaviour and performance. [paragraphs 8,11,13,79]
 - (D) Improve the management and leadership of the school by:
 - appointing curriculum co-ordinators for the subjects where these are led by the headteacher; [paragraphs 41,123,126]
 - ensuring that all statutory requirements in respect of acts of worship, the health and safety policy, details in the prospectus, are met; [paragraphs 31,35,43]
 - developing the role of governors so that they become more involved in making strategic decisions and monitoring standards. [paragraph 43]
 - (E) Take action to remedy the unsafe playground and improve the maintenance, cleanliness, and physical appearance of the school. [paragraphs 31,46,135]
51. In addition, the school should consider the following in constructing its development plan:
- Continue with strategies to improve attendance and punctuality.[paragraphs 29]
 - Improve the information given to parents on their children's progress in reports. Extend the use of interpreters for parents who have little English. [paragraphs 37,38,139]
 - Centralise available computers to make for easier access in whole class teaching. [paragraphs 47,114]
 - Ensure that pupils withdrawn for extra help do not miss the same lessons each week. [paragraph 15]
 - Extend the use of individual plans for pupils with English as an additional language, and those with physical disabilities. [paragraphs 134,138]
 - Provide covered outside areas for children in the Foundation Stage. [paragraph 60]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	15	39	36	9	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	53	335
Number of full-time pupils eligible for free school meals		187

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	5	120

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	70
Pupils who left the school other than at the usual time of leaving	50

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	1.3
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
	1999	19	28	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	4	12
	Girls	17	15	17
	Total	22	19	29
Percentage of pupils at NC level 2 or above	School	47 [82]	40 [85]	62 [82]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	11	12
	Girls	18	17	23
	Total	23	28	35
Percentage of pupils at NC level 2 or above	School	40 [81]	60 [85]	74 [85]
	National	82 [80]	83 [81]	87 [84]

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
	1999	21	35	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	11
	Girls	17	16	19
	Total	26	28	30
Percentage of pupils at NC level 4 or above	School	46 [51]	50 [53]	55 [57]
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	na	na	na
	Girls	na	na	na
	Total	Na	Na	na
Percentage of pupils at NC level 4 or above	School	N/A [49]	N/A [57]	N/A [57]
	National	68 [65]	69 [65]	75 [72]

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	19
Black – African heritage	81
Black – other	0
Indian	0
Pakistani	7
Bangladeshi	22
Chinese	5
White	127
Any other minority ethnic group	27

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	2	0
Chinese	0	0
White	2	2
Other minority ethnic groups	5	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)	15.8
Number of pupils per qualified teacher	25.8
Average class size	25.8

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	173

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	13.3
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FTE means full-time equivalent.

Financial information

Financial year	1999-2000
	£
Total income	821127
Total expenditure	831823
Expenditure per pupil	2111
Balance brought forward from previous year	-54000
Balance carried forward to next year	-10696

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	380
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	3	0	0
My child is making good progress in school.	44	33	10	3	8
Behaviour in the school is good.	33	46	15	0	5
My child gets the right amount of work to do at home.	26	31	28	5	3
The teaching is good.	59	36	5	0	0
I am kept well informed about how my child is getting on.	51	23	23	3	0
I would feel comfortable about approaching the school with questions or a problem.	54	44	0	0	0
The school expects my child to work hard and achieve his or her best.	62	33	3	0	3
The school works closely with parents.	59	13	26	0	3
The school is well led and managed.	54	33	8	3	3
The school is helping my child become mature and responsible.	44	44	13	0	0
The school provides an interesting range of activities outside lessons.	38	44	10	3	3

Other issues raised by parents

Concern regarding safety of playground surface

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

52. The school has a full-time nursery, admitting children in September and January from the age of three. In the nursery, children are admitted on a part time basis for the first term. In September and January children are moved up into reception classes when they become four. At the time of the inspection there was only one reception class with the other one to start in January. On entry to the nursery attainment is below that of other children of the same age nationally. This indicates change from the previous inspection when the attainment of the children was broadly typical of their age.
53. Most children speak English as an additional language, some are at the early stages of learning English; a few have special educational needs. The range of suitable activities enables children to make good progress and they achieve well. Their attainment in communication, language and literacy, and mathematical development improves to become in line with that expected for their age when they enter reception class. In the reception, children make satisfactory progress and most of them are likely to achieve the early learning goals by the end of the Foundation Stage. Children make good progress in their personal, social, and emotional development, quickly learning the school routines. Their attainment in knowledge and understanding of the world, physical and creative development is at the expected national levels the end of the Foundation Stage.
54. Children's personal, social, and emotional development is satisfactory. They make good progress and are on course to reach the early learning goals by the end of the Foundation Stage. In the nursery, children settle well, and make friends with other children. When a new child was crying, her friend quickly put an arm around her and said, 'Don't cry, mummy will come soon'. They show confidence in the staff, behave well and take interest in all the activities offered to them. They enjoy school, and two new part-time children showed reluctance in going home. They wait patiently and take turns; for example, in cooking to get their ingredients or to use the outdoor climbing frame. They learn to show concern for living things through looking after the class fish and guinea pig. In the reception class, children are responsive to more formal structure and work well in numeracy and literacy sessions. However, sometimes, lack of challenging work for higher attainers results in a short span of concentration and noise. Children of all ethnic backgrounds play happily together. The topic on 'Myself and Families' helps children to learn about their own and other's culture.
55. Children's attainment in communication, language and literacy by the end of the Foundation Stage is broadly in line with the recommended early learning goals. In the nursery, many start with little language, but they make good progress in improving their speaking and listening skills. Classroom routines such as 'circle time', unstructured opportunities during break times, during role-play, and good questioning from staff, quickly help children to develop their listening and speaking skills. Children in all classes speak confidently. Children develop their pre-writing and reading skills by listing names of fruit for their story, writing in their family books. They have many opportunities to read big books and other storybooks. They enjoy looking at books and know that text has meaning. For example, a group of children in the reception class told a story using the pictures in the book. They used their voices to create dramatic effect. In the nursery, higher attaining children are able to recite the whole alphabet, and can recognise initial letters of their names. In the reception class, skills continue to improve. They know many letter sounds, and use these in writing. However, lack of planning for higher attaining children hinders their progress. Children who have special educational needs and those who speak English as an additional language make good progress.
56. Children's mathematical development is satisfactory, though they make good progress in the nursery classes. They sing number songs and recite rhymes. The younger children are learning to count and recognise numbers to five. They are able to identify the biggest and smallest of a series of models. In the reception class, skills continue to improve and most children are able to count and recognise numbers to ten. The higher attaining children in nursery and reception classes are able to count and recognise numbers beyond 30. However, they are not challenged further to add and subtract numbers by finding one more or less. Children in the reception class are able to name simple shapes, can match and sort objects by size and shape. A Turkish speaking friend of the school teaches children to count in their mother tongue to ensure that they retain existing knowledge and understanding of the mathematical concepts and improve their skills

further. All children, including those who have special educational needs and those who speak English as an additional language, make good progress. Most children are likely to achieve the early learning goals by the end of the Foundation Stage.

57. Children's knowledge and understanding of the world is broadly in line with the expected goals for their age. They make good progress with staff providing a good range of practical experiences. They talk and examine photographs of themselves to observe changes and growth. They talk about their families, linking the present and the past, and also learn about different cultures. In cooking sessions, they observe changes when they mix ingredients. They use the computer confidently to develop numeracy and literacy skills. They can use a mouse to control the cursor and can operate a player to listen to taped stories. Children use a range of recycled materials and construction kits to make models.
58. By the end of the Foundation Stage, children's physical development is appropriate for their age. Nursery children have many opportunities to climb and balance, using large apparatus. Tricycles are negotiated through space confidently, paying attention to safety. Children's manipulative skills are developing well and the majority can handle pencils, brushes, and construction kits appropriately. In the reception class, children consolidate and build on these skills appropriately. They are developing balance and control and are aware of their own and other's space.
59. Children's creative development is appropriate for their age and they make good progress and are likely to attain the early learning goals by the end of the Foundation Stage. They are offered a wide range of learning activities that stimulate their imagination. They experiment with a range of art materials and techniques to develop their own ideas for collages. They can sing and dance to music, and are given opportunities to use percussion instruments.
60. The curriculum is sound overall, and provision is similar to that found at the time of the last inspection. Two large nursery classes provide generous space for a wide range of activities and children have access to a secure area outdoors. The use of the accommodation is satisfactory in extending the curriculum. However, all inspectors commented that the standards of cleanliness in both indoor and outdoor area are unsatisfactory. The reception classroom and the outdoor areas are small. The outdoor area is currently being developed to help enrich children's learning, but the lack of cover limits its use.
61. The overall quality of teaching in the Foundation Stage is at least satisfactory in almost all lessons, and is indeed good in almost half the lessons. Good support is given by experienced nursery assistants, who play a full part. For example, one very ably helped children to mix ingredients for the play dough, asked them to observe changes, and taught them the appropriate vocabulary. The children then went on to role-play making buns and setting up a shop to buy 'Five buns from the baker's' shop'. Staff provide a good balance of directed activities and those chosen independently by children. In all three classes, teachers plan clear learning objectives for the adult focused activities and they assess their children's progress against these regularly. Staff are aware of pupils who have special educational needs and those who speak English as an additional language and give them appropriate support. However, the learning objectives for independently chosen activities are not always identified, and some learning opportunities, in areas such as outdoor play are missed. Teachers do not consistently plan for higher attaining pupils, and this sometimes leads to less than satisfactory progress for them. For example, one group with an adult was learning to count and recognise numbers to five, while a child who was able to count and recognise numbers beyond 20, made little progress. This happened in all the Foundation Stage classes.

ENGLISH

62. Results of National Curriculum tests at the end of Key Stage 1 and 2 in 1999 show that attainment in both reading and writing is well below that found nationally and that attained in similar schools. The school has a significant level of pupil mobility, especially at the top end of Key Stage 1 which accounts to some extent for the low standards. There are no significant differences between the attainment of boys and girls. There is a marked improvement in standards at both key stages, in the results of National Curriculum tests taken in 2000, particularly in reading at Key Stage 2. The school has been successful in achieving a significant increase in the number of pupils attaining above national expectations at Key stage 2. At the time of the inspection, national comparative figures were unavailable. However, despite this improvement, results are still likely to be below the national average.

63. Attainment in English during the inspection was unsatisfactory at Key Stage 1 and satisfactory at Key Stage 2. Standards in reading are higher than those in writing in both key stages. The school has set itself challenging and realistic targets for this year. It is well placed to achieve the target for Key Stage 2 but less likely to achieve that set for Key Stage 1.
64. In Key Stage 1, attainment in speaking and listening is unsatisfactory. The majority of pupils listen well and can respond appropriately to instructions. Speaking however is less well developed. Some pupils are able to retell stories, such as 'The Red Planet' by Rodney Hunt, confidently and give reasons for preferring one book to another. A number of pupils in a Year 1 class could respond correctly to questions about the story 'Dogger' by Shirley Hughes, and were able to suggest different words for "sad", such as lonely, anxious and unhappy. However, many pupils cannot express themselves fluently in full sentences. The school is aware that standards are low and have identified speaking and listening as a key priority for development. In Key Stage 2, attainment in speaking and listening is satisfactory. Pupils in Year 6 speak confidently and clearly; for example, when giving a short talk on an event they remember. Pupils in Year 5 are able to make imaginative and logical suggestions, such as when discussing ideas for the next section of their class story, about 'Billy the Bully'. Younger pupils in the key stage; for example, in a lesson based on Cinderella, listen well and are able to both ask and answer questions appropriately.
65. Attainment in reading is in line with national expectations in both key stages. In Key Stage 1, older pupils can read simple texts from the school reading scheme with a reasonable degree of confidence and fluency. They use a developing range of strategies to help them with unfamiliar words such as pretended and argued. Higher attainers are beginning to use the meaning of the story to help them correct their mistakes. In Key Stage 2, older pupils use a range of strategies when reading challenging texts by authors such as Jostyn Gaarder, Anne Fine and Judy Blume. They are able to predict what will happen next and discuss the main characters, giving evidence from the text to support their opinions. Pupils know how to find information from reference books, using the glossary and index correctly. They understand alphabetical order, and can find words they need in a dictionary. The use of adult reading mentors from local businesses has had a significant effect in raising the standard of reading for older pupils.
66. Attainment in writing is below national expectations in both key stages. The school is aware of this and has identified writing as a key priority for development, with a particular focus on improving grammar and spelling. Teachers have included opportunities for developing writing at length in their curriculum planning. This should lead to an improvement in standards. In Key Stage 1, higher attaining pupils write sentences with capital letters and full stops. They spell simple words with developing accuracy and their handwriting is correctly formed. Some are able to write a sequence of sentences; for example, when writing about 'Barnaby Bear in the Amazon'. However, the majority of pupils are unable to spell simple words with confidence, or construct a simple text, such as a series of instructions about how to draw a robot. In Key Stage 2, pupils are able to write for an increasing number of purposes including, letters, newspaper articles, poetry, stories and book reviews. Pupils in Year 6 write effectively in note form; for example, when recording facts about Greece. The writing of some pupils shows an imaginative use of language, such as "fear is a golden bullet coming towards me". Some descriptive writing uses adjectives and conjunctions effectively. For example, when describing a picture of a cobweb a pupil wrote about "shiny silver circles that are attached to the spider's web like a log that glows in the darkness of the shed". However, the handwriting of a significant number of pupils is not joined, their writing uses very simple sentence structure, and spelling, even of simple words, is often inaccurate.
67. The quality of teaching in both key stages is good. There is some very good teaching. However, there is a significant weakness in teaching at the upper end of Key Stage 1 which means that pupils do not make the expected gains in their learning. Where teaching is good or better the National Literacy Strategy has been successfully implemented and planning is effective. Teachers clearly identify their learning intentions and share these with their pupils. There is good use of questioning, such as in a Year 4 lesson where a group of pupils reading 'Cinderboy' learnt how to find evidence from the text to support their opinions. The very good questioning in a Year 6 class led to pupils using their own knowledge to suggest ways of remembering spelling for complex words such as 'catastrophe'. Good explanations, as in a Year 3 lesson about speech marks led to the pupils successfully identifying deliberate mistakes. Good strategies for teaching phonics, such as the use of a puppet in Year 1 helped the pupils to learn to identify middle vowel sounds in words. The clear routines for independent working, and good match of task to ability which are a feature of the good teaching ensure that all pupils are able to complete work successfully. In Year 2, and in some lessons in Year 6, teaching is unsatisfactory. This is because, tasks are insufficiently challenging so pupils do not

maintain concentration. There is little direct teaching of reading and writing strategies with the result that pupils do not know how to complete tasks independently. In Year 2 there are no routines to support independent working so the teacher is frequently interrupted when working with a group.

68. Pupils with special educational needs and those speaking English as an additional language learn effectively, because of the good support they receive. However, this support is not used efficiently in some whole class teaching sessions in both key stages.
69. There are some good examples of writing and reading in other subjects. For example in Year 6, pupils wrote about the use of weapons in Sparta, using appropriate guidance to help them structure their writing effectively. There is some use of texts from other subjects in literacy lessons, as in a Year 4 lesson where pupils used a science text when learning about bullet points. There is, however, no systematic planning for pupils to use the skills and strategies learnt in literacy lessons in other subjects so progression is limited.
70. Pupils' progress throughout the school is assessed through the use of published tests and the results of these are analysed and used in curriculum planning. Results are carefully analysed in terms of ethnic background, gender, whether they have English as an additional language, and length of time in the school. Questioning is used effectively in some lessons to assess pupils' understanding. However, ongoing assessment is not always used to support planning for the next lesson.
71. The co-ordinator is effective. He monitors teachers' planning and the quality of teaching. He analyses pupils' work to find the strengths and weaknesses in standards of attainment, and has planned appropriate action for improvement. There has been considerable improvement since the last inspection, notably in the quality of teaching, curriculum planning, and standards at Key Stage 2. Resources for English are adequate, but the plans to provide an information technology suite have left the school with no accommodation designated for a library. At the time of inspection the library books were stored in the computer cupboard and unavailable for independent study. This is unsatisfactory. The school plans to develop topic boxes, which can be borrowed by classes when necessary. This will not be effective in developing pupils' library skills.

MATHEMATICS

72. In the 1999 National Curriculum tests at the end of Key Stage 1, pupils' attainment was well below the average for primary schools nationally, and well below that of similar schools. The percentage of those reaching level 2 and above was well below the national average, as were the number of pupils achieving level 3. However, the results of the most recent tests in 2000 show a marked improvement and exceeded the targets set for the year group, although still likely to be below the national average. The trend over the three years up to 1999 has been downwards whilst nationally has been slowly upwards. The most recent results should show an improvement in this trend. There is no significant difference between the performance of girls and boys. Inspectors judge that the proportion of pupils reaching nationally expected levels for their age will be below the national average.
73. In 1999, the results from the National Curriculum tests at the end of Key Stage 2 were well below the national average, but broadly in line with those of similar schools. The percentage of those reaching level 4 and above was well below the national average as were the results of those reaching level 5. However, the results of the most recent national tests in 2000 show a great improvement, almost reaching the target set for the school. These results are likely to be broadly in line with the national average, and above in comparison with similar schools. The trend over the three years up to 1999 has been erratic but upward overall. The most recent results show this to be a continuing trend. There is no significant difference between the performance of girls and boys. At the end of Key Stage 2, standards attained by pupils in lessons inspected are in line with national expectations. This represents a marked improvement since the last inspection and the 1999 test results. The improved achievement by pupils currently in the school is due to the greater attention given to mathematics, the faster pace to lessons, the teaching of strategies for making calculations, and the use of appropriate technical vocabulary. An additional 'booster club' was used to support older pupils who were not achieving in line with their age but were capable of doing so last year to good effect.

74. Overall, the pupils make good progress in their lessons and over time. The successful implementation of the National Numeracy Strategy is having a positive affect on the good progress in mathematics. Pupils in Year 2 are able to calculate simple addition, and use related vocabulary. They are beginning to understand subtraction and its relationship with addition. However, higher achieving pupils are not sufficiently challenged, and often find the work too easy, completing the tasks quickly with little planned extension work to move them on. A more appropriate match of work to ability was evident in the Year 1 classes, where pupils are adept at number bonds to 12, and can count and recognise numbers to 100. They can recognise and explain that $4 + 1 = 1 + 4$. Pupils can represent their work using objects and pictures. However, many have difficulty 'counting on'. Some ability groupings are too large, and not sub-divided sufficiently to enable the higher attainers to move on. Work output is generally limited as indicated in the analysis of work covered this term. Work is not recorded in pupils' books in a consistent way across the key stage.
75. In Year 3 pupils are able to count 'on and back' in 10s, recognise number sequences and describe number patterns. Pupils in Year 4 can use appropriate equipment to measure different lengths and record their findings systematically using appropriate vocabulary including abbreviations. They have an increasing understanding of the decimal system. They are encouraged to make estimates and then to compare these with the results of accurate measurement. Within the key stage, pupils are learning the skills of data handling through interpreting graphs, tables and charts.
76. Progress made by pupils in Years 5 and 6 is very good. Here the work is challenging and pupils are well motivated by exciting tasks working at appropriate levels for their age. Pupils can divide whole numbers into fractions, work with proper and improper fractions, use the terms denominator and numerator correctly and can 'decompose' numbers. For example, $1 = 3/8 + 3/8 + 2/8$ and recognise $4/8 = 2/4 = 1/2$. Pupils in Year 6 have very good mental agility and are challenged to improve within well-planned activities. For example, the 'ultimate challenge', a timed task testing the pupils' ability to answer five questions with a prize for the best time each day. These pupils are enthusiastic learners. They can use simple fractions and percentages well, using their knowledge and understanding of the four rules of number effectively. They can reduce fractions to their simplest form by cancelling common factors. They can demonstrate their achievements and explain their reasoning with growing confidence.
77. Pupils with special educational needs and those learning English as an additional language make good progress overall. They benefit from the support they receive both in lessons and in withdrawal sessions which enables them to have individual attention focused on their particular needs.
78. The pupils' behaviour and attitudes are good and sometimes very good across the school, with the exception of a significant minority of pupils in Year 2. They enjoy mental arithmetic in numeracy lessons and respond well in whole class sessions, especially to strategies employed by many of the teachers to make mathematics enjoyable.
79. The quality of teaching of mathematics is good overall with some very good and excellent teaching observed within Key Stage 2. Whilst, overall, the quality of teaching in Year 1 was sound, the teaching in Year 2 was unsatisfactory. When teaching was good, the pace of lessons was rapid and mental work was challenging, offering good opportunities for quick responses. In many lessons, the well structured mental arithmetic session re-inforced previous learning and the pupils' understanding of current work. Teachers know their pupils well, and through careful assessment of their needs offer suitably matched work, especially in relation to higher attainers. The organisation of lessons and the management of pupils were consistently good in most lessons. Where the teaching was weak at the top end of Key Stage 1, there was an insecure command of the subject, unexciting teaching, and weaker discipline resulting in frequent interventions to manage pupils' behaviour which made the pace of lessons too slow. Many pupils were not attending sufficiently in these lessons which often had long sessions for pupils to sit and listen. The work was inappropriately matched to ability and expectations were low. Monitoring of the different group activities did not take place. An improvement in the quality of teaching at the top end of Key Stage 1 is needed to ensure greater progress and improved standards by the end of the key stage. Assessment is applied inconsistently across the school. Sound procedures are in place, but not all staff use assessment in their planning. There was little use of computer assisted learning during the week of the inspection.

80. Effective leadership, clear guidance for staff and enthusiasm for the subject by the co-ordinator, have contributed to the improvement since the last inspection. Staff have received training and the National Numeracy Strategy has been implemented effectively. Although monitoring of teaching and learning is carried out, it has not been sufficiently in-depth to support the current needs in Key Stage 1. Resources are plentiful, in good condition and used well to support the curriculum.

SCIENCE

81. In the 1999 Key Stage 2 tests, the percentages of pupils achieving the nationally expected level was well below the national average and below average when compared with similar schools. The proportion of pupils reaching standards higher than those expected for pupils age eleven was also well below the national average and below average for similar schools. Standards of attainment in science have improved considerably in Key Stage 2 since the previous inspection. In Key Stage 1, the standards attained by pupils in 1999, based on teacher assessments were well below the national average, and below average when compared with similar schools. These results show a decline over those recorded in the last report. Inspectors judge that currently pupils' attainment is below the national average at age seven, and close to the national average by the time they leave school at age eleven. These findings are supported by the unpublished test and assessment results for 2000, which indicate that proportion of pupils attaining the nationally expected level particularly in Key Stage 2, has risen. However, there is no national data available with which school's performance in these tests can be compared.
82. By age seven, pupils have very basic range of scientific skills, knowledge and understanding. In their study of living things, they accurately name facial features, and the external parts of the human body. Younger pupils accurately name parts of a plant such as roots, leaves, and flowers. Year 2 pupils demonstrate appropriate knowledge of what plants need in order to grow, and describe the need for food for the body to stay alive and healthy. They also understand the properties of common materials, and describe the forces of 'push and pull' with a little support. Pupils do not have enough opportunities to use first-hand experiences or develop skills of asking and answering questions. They are not acquiring scientific knowledge and understanding in a systematic way. They show limited understanding of fair testing, prediction and the need to make and record simple comparisons accurately. Most pupils have difficulties in reviewing their work and explaining what they did in their investigations.
83. By the age of eleven, pupils effectively discover ways in which environmental conditions affect how living things grow and develop, by studying plant growth. The school's well developed and very effective resource, the Ecology Garden provides pupils with very good first-hand knowledge about seed germination, growth and nutrition. In an extra curricular session a significant number of pupils engaged enthusiastically in gardening. They could to see and explain the seed cycle, the use of compost, and requirements for plant growth. They experienced and delighted in the self-sustaining nature of growing things such as sunflowers. Most pupils demonstrate developing knowledge of the effects of light, air, water and temperature on plant growth. They gain further insight into the living world and accurately name the major organs of the human body. They learn about the functions and care of teeth. Year 6 pupils describe the effect of heating through careful observations of a range of materials such as plastic, paper and metal, and describe the difference between heating and burning. They investigate the dissolving of sugar and drying of clothes on a washing line and gain insight into reversible and irreversible changes. They develop awareness of the processes of separating materials, for example filtering. They can participate in guided experiments to carry out a 'fair test' on substances, and use simple equipment. Some examples of the previous year's completed work include experiments with balanced and unbalanced forces, for example, what happens to the length of an elastic band when weights are suspended from it. Pupils' recorded work indicates that they do not always make predictions, understand the 'cause and effect' and record their observations in a variety of ways. Recording skills are generally weak. Often the work is recorded on prepared worksheets, which limits progress and provides insufficient challenge. Many pupils do not confidently represent their findings with drawings, graphs, charts and tables. Pupils' ability to see patterns and evaluate results in investigations is also under-developed.

84. Little use is made of information technology to present data in a more interesting way or to record results of experiments. Some good use is made of numeracy skills, when pupils record and analyse data in experiments, for example, when investigating forces. Pupils' literacy skills in science are not sufficiently developed particularly in Key Stage 1. Pupils make limited progress in developing and using scientific vocabulary. In Key Stage 2, accounts are often not well written, reflecting pupils' difficulties with spelling correctly and using grammar accurately. There are insufficient opportunities for pupils to develop research skills and be involved in independent scientific enquiry. In most lessons observed, pupils did not have enough opportunities to use simple apparatus and equipment, set up experiments and measure for themselves.
85. Pupils of all abilities, including those with special educational needs and those who speak English as an additional language make satisfactory progress in Key Stage 2. Overall progress in Key Stage 1 is unsatisfactory. The work planned is often not within their capabilities. The scrutiny of pupils' completed work indicates uneven progress across different classes. The majority of pupils make satisfactory progress in learning about living things, and studying different materials. However, their progress in electricity, forces and motions, light and sound, is unsatisfactory. The curriculum is not taught in a sufficiently logical sequence.
86. The quality of teaching is good in Key Stage 2 and unsatisfactory in Key Stage 1. Where teaching is good, particularly at top end of Key Stage 2, teachers make good use of probing and open-ended questions to elicit fuller responses, prompt further enquiry, and provide challenge. In a small number of lessons the teachers' own scientific understanding is limited, and affects the quality of planning and the quality of pupils' learning. In Key Stage 2, most teachers are careful to use correct scientific terms, and ensure pupils' understanding and use of these. Where teaching is unsatisfactory, the content of lessons is not sufficiently linked to pupils' previous learning, and opportunities for practical investigations are limited. There is often a lack of challenge in the tasks provided and low expectations of pupils' quality and quantity of work. While in most lessons, teachers employ effective strategies for dealing with inappropriate behaviour, some have difficulties in successfully gaining positive response from all pupils. In most lessons teachers use the end of the session effectively to consolidate learning and provide pupils opportunities to explain and share their findings. Information technology is not effectively used to stimulate pupils' curiosity and encourage enquiry. The organisation and use of time and resources to support learning is generally satisfactory.
87. Pupils' have satisfactory attitudes to their work. They are generally enthusiastic and well motivated in lessons. In general, most pupils behave appropriately, engage in activities with interest, listen and respond well to questions. A significant number of pupils in Key Stage 1 demonstrate poor listening skills and a lack of interest. This is often due to an uninspiring lesson with a lack of challenge, particularly for higher attaining pupils. Pupils work safely and co-operatively, share equipment, and take initiative to help each other.
88. The co-ordinator has clear direction for the subject and plans to raise its profile within the school. The recent changes to the curriculum include adoption of a scheme from the Qualifications and Curriculum Authority. The science policy is currently in draft form. Arrangements for assessing pupils' work are unsatisfactory. The quality of marking is variable. Not all teachers provide useful comments for pupils to improve, but record keeping does track pupils' progress effectively. Monitoring of the quality of teaching or standards is not undertaken by the co-ordinator. Resources are sufficient and organised centrally for ease of access. The school uses the ecology garden which it has created very well, and this has a very positive effect on pupils' learning.

ART and DESIGN

89. Standards are broadly in line with the National Curriculum expectations by the end of both key stages. These findings reflect a significant improvement, particularly in Key Stage 2, since the last inspection, where the standards were unsatisfactory. Most pupils, including those with special educational needs, show satisfactory progress across both key stages in the basic skills of drawing and painting. Pupils are confidently developing an understanding of some of the aesthetic elements of art. They mix colours carefully, and use different shades in their work. However, skills in art and design are not developed systematically, and there is a lack of three-dimensional work and not enough making artefacts, using a range of modelling materials such as papier-mache, wire, and applying different approaches to art. As a result, pupils' skills and knowledge of shape, texture and form in art are limited in both key stages.

90. In Key Stage 1 pupils produce mainly two dimensional work that incorporates the use of different media and techniques, including paint, pastels, chalk, pencil, fabric and paper collage. The younger pupils have some opportunity to sketch and paint, often with careful attention to detail. They explore shades of colours inspired by the work of famous artists including Rembrandt. In a Year 1 lesson pupils explored the use of charcoal crayons, and made good attempts at creating visual effects of curly, short, straight, wavy or long hair, using short and sharp strokes.
91. Pupils in Key Stage 2, develop their repertoire of skills well. They use familiar media and techniques, but also undertake more challenging tasks, such as presenting a sequence of movement. Most pupils demonstrate understanding that an object changing location and position can represent movement. Year 5 pupils learn about crafts people, and draw from first hand observations, looking carefully at shape, size and form of different containers. Pupils explore the work of Van Gogh, mix and match colours, and produce effective paintings of still life, representing colour, line and texture. There are good examples of pupils experimenting with batik and tie-dye techniques. In this work they were guided by an artist coming into school, and this had a very positive effect on the quality of their learning. Pupils are encouraged to record their work of observational drawings in sketchbooks. There are plans to introduce 'visual diaries' as a record of pupils' artwork across the school. The higher attaining pupils make appropriate progress, especially in lessons where the task set is open-ended, and expressive use of ideas and feelings is encouraged. Pupils are not sufficiently encouraged to evaluate and make improvements to develop their own work further.
92. Pupils' attitudes to learning are good. In the lessons observed, most pupils showed enjoyment, application and involvement in all lessons. Pupils listen intently, follow instructions well, and are considerate towards others. They are enthusiastic about artwork and sustain concentration. Pupils show pride in their efforts, and react well to praise.
93. The quality of teaching is satisfactory overall. In good lessons, the teacher demonstrated good subject knowledge, effective planning, preparation and appropriate challenge to develop pupils' observational skills and ability to explore with imagination. The lesson developed at a good pace with skilful management of pupils, and effective use of resources to enhance pupils' progress. All lessons are planned with clear intentions, and are successful in developing pupils' intended skills through appropriate preparation and encouragement for pupils to work independently. The teachers generally ask appropriate questions, and give clear instructions. Teachers do not use day-to-day observations to assess pupils' progress sufficiently. There are very few examples of computer-aided art and design in either key stage.
94. Art makes a good contribution to the development of literacy, where pupils are encouraged to use specialised vocabulary, and develop speaking skills when contributing to class discussions, asking and answering questions. There was lack of evidence for art and design's link with numeracy and skills of measurement.
95. The art co-ordinator is enthusiastic and clear about the future direction of the subject. The school has adopted the national guidance in order to provide clear progression. There are resources of satisfactory range and quality especially for work in drawing, painting, printing, textile and collage work. The school also has a kiln, but does not currently make use of it. The available resources are suitably organised for ease of access, centrally, and in classrooms.

DESIGN AND TECHNOLOGY

96. During the course of the inspection no lessons in design and technology were timetabled. No examples of pupils' prior work were available for scrutiny. Hence, due to insufficient evidence, no judgement has been made on pupils' standards of attainment and progress across the school.
97. Design and technology has had a relatively low profile within the school curriculum. Standards reported in the last inspection were unsatisfactory and there is little evidence of improved achievement of pupils. The time allocated to the subject has been insufficient, and inappropriately distributed across the school. An analysis of teachers' planning indicates lack of guidance and expertise in the subject. The co-ordinator left over a year ago, and has not been replaced. There are no assessment procedures to measure progress and inform the planning of future work.

98. However, the school has now adopted the nationally recommended schemes of work to systematically plan for coverage and progression across the school, and design and technology has been allocated appropriate curriculum time from next term.

GEOGRAPHY

99. By the end of both key stages, standards are in line with the national expectations. All pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress in both key stages. This is an improvement since the last inspection, when attainment and progress in both key stages was found to be unsatisfactory.
100. In Key Stage 1, pupils study the area immediately around the school, and begin to compare and contrast it with other localities. In Year 1, pupils had received a card from the “Class Bear” who had gone on holiday to France. They looked at the map of Europe to find France, and talked about the various means of transport to travel. They counted to ten in French, sang a song in French and tasted ‘croissants’. Pupils are beginning to use appropriate geographical vocabulary such as ‘transport’, ‘distance’ and ‘travel’.
101. In Key Stage 2, pupils’ study their own locality and compare and contrast it with another locality with different characteristics. Year 5 pupils went on a visit to the village of Cheddington. They were able to describe the physical features of both their own locality and Cheddington and the reasons for differences. For example, people had bigger gardens and houses in Cheddington because the land was cheaper than in Islington. Year 6 pupils could describe changes that are taking place in their neighbourhood. They are beginning to understand how these processes can change the area and how these changes affect the lives, jobs and leisure amenities of people. They talked about the noise of building work hindering their learning, and wrote to the council asking why major construction could not be completed during long summer holidays. Year 3 pupils were developing their mapping skills and were learning the use of a key in maps and plans. Pupils have a good attitude to the subject and are keen to express their views.
102. Teaching is satisfactory. Teachers have a secure geographical knowledge and plan lessons effectively. The plans identify the learning objectives and in the plenary sessions, teachers assess if these have been achieved. Good use is made of primary and secondary sources including visits in the locality. Photographs, maps and plans are used well to develop geographical skills. Year 6 and Year 5 are taken on a residential trip, which significantly enhances learning by developing skills in understanding the characteristics of localities. Learning experiences are further extended through appropriate links with literacy, numeracy and history.
103. The school has adopted schemes of work recommended nationally. This guidance supports the development of the curriculum effectively. Progression and continuity in pupils’ learning are maintained well. There are sufficient resources to meet the range of the requirements of the National Curriculum. The head teacher is acting as co-ordinator, pending a permanent appointment. A sound start has been made on planning and implementation of the curriculum. The improvement of assessment and recording systems are appropriate priorities identified for development.

HISTORY

104. Attainment at the end of both key stages is in line with national expectations. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Pupils who have special educational needs and those who speak English as an additional language make good progress. This is an improvement since the last inspection when attainment in both Key Stages 1 and 2 was below expected standards.
105. Pupils develop their sense of chronology in Year 1 as they compare old, with new toys, and study what homes were like a long time ago. Year 2 pupils talk knowledgeably about the Fire of London and how in the absence of telephones, the delay in getting the help to put the fire out, caused great damage. They know the need for first hand historical evidence, and understand the importance of Samuel Pepys’s diary. They use appropriate vocabulary including old, new, long ago. Pupils use photographs successfully to compare dress styles, vehicles and buildings. They are beginning to understand the reason for changes in the materials used for houses.

106. Pupils in Key Stage 2 acquire a wide range of knowledge and understanding about peoples and societies of the past through studying the Ancient Greeks and World War Two. Year 6 pupils were able to discuss why the Ancient Greeks needed to have an army and navy, and how we know about them. They understand the need to seek first-hand evidence and secondary sources as historical evidence. Pupils in Year 4 competently research the effects of the Second World War on the local area by observing a video, studying photographs, and reading old newspapers. They understand the impact of the war on the people of London, in particular the Blitz and the need for the evacuation of children to safer places. Pupils are beginning to understand that aspects of the past are represented in different ways. Their attitudes to learning are good and they show interest and enthusiasm for history.
107. The quality of teaching in Key Stage 2 is good and it is satisfactory in Key Stage 1. In Key Stage 2, teachers know their subject well and use all key elements of the National Curriculum to develop pupils' knowledge, understanding, and skills. They plan their lessons effectively, clearly identify the learning objectives, and in plenary sessions check if they have been achieved. Their management of pupils' behaviour is good; they use time and support staff efficiently. However, skills in the interpretation of history, by looking at different points of view, are not as well developed as other skills. There are sufficient books, objects, and other resources to extend understanding of history. Pupils' experiences are further enriched through visits to places of interest such as museums. Appropriate cross-curricular links are established with geography, literacy and numeracy to extend pupils' learning.
108. The school has adopted the schemes of work recommended by the Qualification and Curriculum Authority. This guidance is used effectively to maintain progression and continuity, thereby supporting pupils' progress. Effective planning ensures that there is sufficient balance in teaching historical skills and knowledge. The headteacher is the temporary co-ordinator pending the permanent appointment planned for early next year. The need to develop assessment procedures is appropriately identified as a priority area.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Standards are below nationally expected levels at the end of Key Stage 1. This is because computer skills are not sufficiently taught, and computers are not used enough in classrooms as a natural tool for learning. Standards at the end of Key Stage 2 are broadly in line with what is expected in the National Curriculum.
110. By the end of Key Stage 1, pupils can use a mouse and write their names using the keyboard. Pupils in Year 1 have recorded sounds on tape, and have used a digital camera. There is no evidence of pupils in Key Stage 1 using technology to control movements [such as using a floor robot], or in constructing graphs. Computers are not yet a natural part of learning, and this has a negative effect on standards.
111. By the end of Key Stage 2 pupils have a sound knowledge of word processing, can gain information from CD-ROMs, and know that computers are essential in the world around them. They use terminology accurately, as when they explain how to change font sizes or graphics, through using the scroll bar. Lower attaining pupils use computers to good effect in English and mathematics programs. Higher attaining pupils give very good support to others, and enjoy doing so. However, they are not always given work of sufficient challenge at their own level, and this slows their progress. There is good extra curricular provision through an after school "Newspaper Club".
112. Pupils in Key Stage 1 enjoy using computers when they are given the opportunity, and show delight when they "get the right answers". Pupils in Key Stage 2 are generally eager to learn new skills, and proud of their progress, but a small minority of pupils present challenging behaviour, and this slows the progress of learning. There are particular problems when pupils have to go into different classes to use the computers.
113. The quality of teaching is unsatisfactory in Key Stage 1, and good in Key Stage 2. Clear teaching of particular skills is given in Key Stage 2, and teachers have good subject knowledge. Classroom assistants have been very well trained by a colleague, and they have a very positive effect on pupils' learning. They are used well, except in some whole class activities at the end of lessons, where they are not sufficiently active. Some lessons finished early, and time is then not used to the best effect.

114. The co-ordinator has very good knowledge, having worked previously directly with computers in commerce. He has implemented a very good policy and scheme of work which ensures that all teachers know exactly what skills are to be taught, and are given clear examples of what pupils should be producing. He provides very good leadership, and supports teachers well, notably in Key Stage 2. He has given staff training and arranged for teachers to attend courses. He is improving resources and is looking to gain commercial sponsorship in setting up a computer suite, and the school has room for this. At present there are three computers in the library, and one in each classroom. Teachers are commended for making best use of these. When ICT skills are taught the teacher demonstrates on their own class computer, and then pupils go to all other classes to practise. This causes distraction, and wastes time. Computers are linked to the internet, and all pupils will soon have their own "E mail" address.
115. The school has made very good progress since the last inspection, and has the capability, if further resources are gained, and a central computer suite is formed, to make continued improvement.

MUSIC

116. Overall, in both key stages pupils attain satisfactory standards. In singing standards are good. This is an improvement since the last inspection. In Key Stage 1, pupils are able to sing tunefully and rhythmically. They can clap a simple rhythm accurately to accompany a song like "I've got two hands". Younger pupils know the names of some of the percussion instruments, and can recognise them when listening to a tape. In Key Stage 2, pupils can sing a song, such as John Brown's Body, in two parts unaccompanied. They sing beautifully in tune with good phrasing and interpretation. They are developing their ability to play simple rhythms from notation.
117. Pupils in both key stages enjoy music and are keen to take part. Pupils in singing assembly sing songs such as BINGO with good control, concentrating hard so as not to sing as each letter is left out in turn. In the Key Stage 2 singing assembly, pupils listened with obvious enjoyment to a recording of Louis Armstrong playing "Oh When the Saints go Marching in", spontaneously joining in with the singing, but stopping to listen to the instrumental interlude. Sometimes, however, in class lessons, pupils find it difficult to listen to instructions, as they are so eager to play their instruments.
118. Overall the teaching of music is satisfactory. Some teaching is good. In all classes music is taught by the class teacher. In all teaching observed, planning was good. It identified clear learning objectives, linked to challenging activities. Confidence and subject knowledge are much improved since the last inspection but subject expertise is still not fully secure. Where this is the case, pupils do not learn effectively. In lessons where the teaching is good there is constructive criticism and opportunities to practise new skills. This leads to improved performance in both singing and instrumental work. For example by the end of a lesson in which pupils were learning to play softly and loudly by following a simple musical score, they were able to respond correctly to a series of six notes. In singing assembly the clear explanation and demonstration of singing technique led to a well-phrased and tuneful performance.
119. The co-ordinator is effective in leading and developing the subject. She has very good subject knowledge and uses this to support her colleagues, for example in using singing assemblies to demonstrate teaching strategies. The new scheme of work is effective in ensuring that all aspects of the music curriculum are covered, and provides a good level of support for teachers. The school takes part in the local music festivals, but there is no individual instrumental teaching, which means there are few opportunities for those pupils who are musically talented.

PHYSICAL EDUCATION

120. Standards at the end of Key Stage 1 and Key Stage 2 are broadly in line with what is expected nationally. Pupils have good games skills, and almost all can swim by the time they leave the school. There is a comparative weakness in athletics, as there is no readily usable grassed area near by. Year 2 pupils move in a variety of ways using their imagination well to become astronauts or dancers, but find it difficult to be still or listen intently. Year 3 pupils respond well to music and are beginning to understand the importance of physical activities for their health, and the effect of them on their bodies. Year 4 have well developed games skills for their age, and can help others improve their performance by looking for good and bad points. Year 5 have very good control of their bodies and can balance at different levels and put their movements together well. At least half of Year 6 are strong swimmers, who can use different strokes with good style.

121. The quality of teaching is good. All teachers are dressed appropriately, they ensure that pupils work in safe situations, and plan their lessons well. Teachers ensure that the warm up activities are effective, and that pupils relax at the end of sessions. Lessons are planned around teaching particular skills, but allow for pupils to use their own ideas. A very good lesson was observed in Year 5 in which the teacher insisted on correct gymnastic sitting positions, demanded intense listening, and had very high expectations of performance. She used pupils to demonstrate work of high quality to give examples to others. A pupil with physical disabilities was very well integrated into the activities. The learning support assistant helped her with her activities on a mat, and another pupil readily partnered her for expressive work. This greatly helped the social development of all pupils. The weaknesses in teaching are that the higher attainers are not always sufficiently challenged. The teachers in Year 6 are aware of this and are planning to set the classes for swimming to allow the more able to use the larger pool, and hence improve their stamina swimming. Some lessons are too long, and because of this time is not well used.
122. Generally pupils have good attitudes, and are keen to succeed, but several find it difficult to listen, and do not concentrate for sufficiently long. Pupils work very well together, and give each other support. Boys and girls relate very well to each other in lessons. The quality of movement is improved in indoor lessons by pupils working with bare feet. Almost all put considerable effort into their work, and rightly become physically exhausted at appropriate times. There is a good policy and the curriculum is well organised. Skills are taught in a logical order, and the experiences provided fully meet the requirements of the National Curriculum. The school plays against other schools in competitive games with success, and takes part in a swimming gala. There are good extra-curricular activities including football, dance, hockey, cricket, and netball. Some of these activities are aided by Arsenal Football Club. Year 5 and 6 pupils have the opportunity to go on a residential visit to Dorset, which includes outdoor adventurous activities. Year 6 pupils are also introduced, through the local leisure centre, to climbing and canoeing, and this extends their interests.
123. Although the subject is well managed by the headteacher, the non-appointment of a curriculum co-ordinator limits the opportunities for specific advice, monitoring and evaluation. In all other respects there has been a very marked improvement since the last inspection. Resources are good, other than for grassed areas, and are well used.

RELIGIOUS EDUCATION

124. Standards achieved by pupils in religious education are satisfactory across the school and indicate that standards have been maintained since the last inspection. Assemblies and lessons in personal, social and health education make a worthwhile contribution to aspects of the religious education curriculum, which meets the requirements of the locally agreed syllabus. Pupils in Year 1 have knowledge of the Jewish Sabbath. They use the correct vocabulary, and learned about the ritual from a guest speaker. Pupils in Year 4 were well motivated by an outside speaker who showed how a shrine is set up in a Hindu home. They learned how the worship is designed to engage all the senses and is an integral part of everyday life within the family. Pupils in Year 6 explored the use of colour and vestments in the Christian faith with the help of a local priest. He made good reference to historical links both with costumes worn in the Holy Land at the time of Jesus, as well as in England across the centuries. Pupils are developing respectful attitudes towards the faiths of others and how religion has an influence on the lives of believers.
125. Pupils in both key stages are able to use books and objects to develop their knowledge and understanding. Pupils whose families follow a religious faith are confident in contributing to discussions and sharing their knowledge. In the work analysis, however, there was little evidence of recorded work. More opportunities to research and record their findings would support their progress and help recall and re-inforce previous learning. For example, only one pupil in Year 6 knew the significance of Good Friday within the Christian faith.
126. The quality of teaching is good throughout the school. There is evidence of some very good teaching in Key Stage 2. However, at the top end of Key Stage 1 it is unsatisfactory. When the teaching was good it was well planned, organised and managed. The work was stimulating and the pupils attended well. Good use was made of visiting speakers and pupils were encouraged to share their own knowledge, ideas and suggestions. In the unsatisfactory lesson in Year 2, the planning was superficial, the questioning did not draw out the pupils' own ideas, and pupil management was poor. Information technology is not used to

support the curriculum. Currently, there is no designated co-ordinator but the school plans to appoint a humanities co-ordinator in the near future. Assessment does not currently take place, although planning is monitored by the headteacher.

127. The school has worked hard over the years since the last inspection to raise the profile of religious education which now receives the support of the vast majority of parents, many of whom are from a faith community. The school has a useful written policy and curriculum map which detail blocks of study in each year group. Good use is made of outside speakers and visits to places of worship. The school has a good collection of artefacts and other resources to support the learning. Religious festivals are celebrated in assemblies throughout the year with contributions from parents, and this has a very positive effect on the quality of learning.

PROVISION AND EFFECTIVENESS FOR PUPILS WITH PHYSICAL DISABILITIES

128. The school has developed particular expertise and provided facilities for pupils with physical disabilities over a number of years. This has been supported by the Local Education Authority, which has provided outdoor ramps and two toilets for disabled pupils. The school building is on a single storey with wide corridors, and is well suited to this type of provision.
129. More recently the school has been proactive in these arrangements, and there are currently four pupils on the roll with statements of special educational needs which indicate physical disabilities. One similar younger pupil has no statement. All these pupils are ambulant, and were admitted on the normal basis of parental preference, taking account of the layout of the building. Two of the pupils joined the school at the beginning of this term, having transferred from other mainstream schools.
130. Staff have become familiar with the appropriate ways of handling pupils with physical disabilities, though there has been no general training. In the past an assistant has received training on handling a pupil using a wheelchair.
131. Health and education professionals visit the school on a planned basis to advise on and support pupils in line with the provision indicated in their statements. This contact over several years has also been of incidental benefit to staff.
132. The school has adopted a planned approach to inclusion. There are strong links with a local special school for pupils with more severe physical disabilities who visit the school for social and celebratory events. Currently one pupil using a wheelchair attends the school for one day each week on an integrated basis. Similar consideration has been given to other pupils, but for a variety of reasons outside the school's control these placements have not materialised. A local secondary school is also developing provision suitable for pupils with physical disabilities, and there are good links with Moreland. For example, a pupil transferred at age 11 in September, having conducted her own feasibility study of provision necessary for her and her wheelchair. This provision is reported to have been installed in time for her admission.
133. Some pupils with physical disabilities also have learning difficulties. These pupils fall within the range of learning difficulties normally found in primary schools, and are well provided for in the school, in the same way as other pupils with learning difficulties. All the pupils with physical disabilities have to a greater or lesser extent some social, emotional, and adjustment needs. The school is equally strong in this area, and there is a notable sense of commitment from staff to helping these pupils, with their classmates, to overcoming these difficulties. Over time they have a good level of success.
134. Two aspects of provision require attention. Individual Education Plans make no reference to targets relating to pupils' physical disabilities. These disabilities are not unchanging conditions, and affect progress in learning at all levels over time. For this reason they should be included as points of reference for learning, or as targets for improvement in themselves.

135. Access to the school from the street, and within the site, is good. There are ramps to the entrance from three sides of the site, a ramp from the playground to the sports pitch, and a ramp from the front of the school to a lower level playground. However, there are several areas of the playground and perimeter of the school building which are in a poor condition, posing hazards particularly for wheelchair users and sight impaired pupils. If the school is to increase its intake of pupils with physical disabilities these conditions should be rectified. With the current small numbers the situation is manageable provided the current level of rigorous supervision is maintained.

PROVISION AND PROGRESS FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE.

136. The school makes good provision for the 169 pupils who speak English as an additional language. There are 46 pupils in nursery to Year 6 classes that are identified as needing extra support. The main additional language spoken is Turkish. Pupils receive additional support from the specialist teacher employed through the Ethnic Minority Achievement Grant. The school manages its Ethnic Minority Achievement Grant budget. This has been reduced to 0.6 full time equivalent from full time. This results in extra hard work for class teachers. The specialist teacher is new to the school.

137. Children in the nursery who start with little or no English make good progress. They listen well and begin to speak clearly. Throughout the school pupils quickly learn to speak and communicate confidently with each other in structured situations such as 'circle time' and less structured situations such as break times, and lunch times. The school provides a supportive learning environment and pupils get opportunities in class lessons to develop their understanding of English when teachers ask questions to ensure that they have understood the concepts.

138. Pupils in Key Stage 1 and 2 are assessed and their stage of language acquisition is determined and recorded. The school identifies the need for extra specialist support and provides this on a rolling programme so that intensive help is given for an appropriate time to groups of pupils on a basis of need. During the inspection, ten pupils in Years 1, 2, and 3 were receiving this support for the first autumn half term. The specialist teacher effectively plans work collaboratively with the class teachers. The support teaching is carried out mainly within the classroom to enable pupils to have access to the curriculum. This support is provided in literacy, numeracy and science lessons. After the main introduction to the lesson, the specialist support teacher provides extra support for pupils who speak English as an additional language in a separate group from the rest of the class, but within the class with the same topic being taught. This support is always satisfactory and is sometimes good. Pupils make good progress. However, there are no individual plans or targets set for individual pupils to ensure that they make the desired progress. Most teachers and support staff encourage careful listening, and make sure they reinforce vocabulary appropriately without reducing the level of difficulty of the task. Some teachers' plans indicate how the needs of those pupils who speak English as an additional language will be met. However, this is not a feature of every class teacher's plan. Further in-service training, for staff to meet the needs of the pupils who have English as an additional language is rightly identified as a school priority.

139. The school's ethos provides a positive attitude towards many languages and cultures. Pupils are encouraged to speak in their mother tongue when they answer the register and answer questions particularly in the support groups taken by the specialist teacher who can speak some Turkish. A Turkish speaking friend of the school reads stories and teaches Turkish language once a week during lunch breaks. He also teaches mathematics to nursery children to improve their mathematical skills while they are learning English language. This has a very positive effect on the pupils' self esteem and confidence. The display of several posters in Turkish and other languages in classrooms and other central areas in the school gives a message of respect for other languages and cultures. The head teacher and staff are committed to providing a secure, safe and language rich environment so that all pupils have full access to the National Curriculum.

140. Pupils with English as an additional language have good attitudes to work and are confident and well integrated into classes. They co-operate well with other pupils, who similarly work well with them.

141. Some parents are used for interpretation and translation of school documentation, but this development is in its early stages, and does not yet provide a satisfactory translation service. The specialist support teacher has started to collect a bank of letters translated in Turkish and is planning to get the school brochure translated. The school is planning to find ways to ensure that parents understand the annual reports on their children's attainment and progress.
142. Since the previous inspection, the progress pupils make has improved from satisfactory to good. The extra support provision remains satisfactory. However, the provision that school makes has improved and is now good.