

INSPECTION REPORT

Hargrave Park Primary School

Islington

LEA area: Islington

Unique reference number:100408

Headteacher: Ms. W Meredith

Reporting inspector: Mr B Tyrer
23101

Dates of inspection: 25th – 28th September 2000

Inspection number: 224682

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	mixed
School address:	Hargrave Park Islington London
Postcode:	N19 5JN
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Appropriate authority:	The governing body
Name of chair of governors:	Miss D Brown
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr B Tyrer OIN: 23101	Registered inspector	Art Music	What sort of school is it? School's results and achievements. How well are pupils taught? How well the school is led and managed? What the school should do to improve further.
Mr A Smith OIN: 19740	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Attendance
Mr G Longton OIN: 21910	Team inspector	Equal opportunities Design and technology Physical education Geography	Pupils' attitudes, values, personal development.
Mr D Pink OIN: 20877	Team inspector	Mathematics History Special educational needs	How good are the curricular opportunities offered to pupils?
Mr K Johnson OIN: 18370	Team inspector	Science Religious education Under fives	
Mrs J Keiner OIN: 20936	Team inspector	English Information and communication technology English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hargrave Park Primary is in the Junction ward of Islington. There are 259 pupils on roll of whom 133 are girls and 126 are boys. The school is larger than average. The school has a multi-ethnic mix and includes refugees on its roll. One hundred and twenty one pupils have English as an additional language and 57 pupils are in the early stages of learning English. This proportion is high in comparison with what is found nationally in schools. Over 60 per cent of pupils are known to be eligible for free school meals and this is a very high figure. The proportion of pupils on the school's register for pupils with special educational needs is 37 per cent – a figure well above the national average. The proportion of pupils with statements of special educational needs is 3 per cent and this figure is above the national average. The school has a very high rate of turnover in the pupil roll. The attainment of children entering the school is below what might be expected nationally.

HOW GOOD THE SCHOOL IS

This is an effective school. Inspection shows that pupils are making good progress. Pupils with special educational needs are making good progress and pupils with English as an additional language also make good progress. Standards remain low in national terms because of the adverse factors identified in Information About The School section above. Teaching is good and the curriculum is good. The leadership and management of the school provided by the headteacher are excellent. The school has very high pupil costs but is providing good value for money.

What the school does well

- Leadership and management of the headteacher and key staff is excellent.
- The school has excellent links with parents.
- Provision for spiritual, moral, social and cultural development is excellent.
- Pupils' attitudes to school and procedures for child protection and welfare are very good.
- Teaching and the curriculum are good.

What could be improved

- Quality of teaching in information and communication technology.
- Standards in mathematics.

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 1998 and was found to have serious weaknesses. Since that time the school has made a good improvement and has successfully addressed the Key Issues of the last inspection report. This is now an effective school. Pupils are provided with challenging activities. There are now established procedures for monitoring and evaluating teaching and pupils' learning in all subjects. There are policies and schemes of work and effective systems for the assessment of pupils' attainment. The curriculum gives due emphasis to all its subjects. There is close coordination between the nursery and reception classes and all statutory requirements particularly those relating to the corporate act of worship and the need for a health and safety policy. Pupils' attendance and punctuality have improved.

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*	E*	E*	E
mathematics	E	E*	E	C
science	E	E*	E	D

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

These results must be viewed in the context of the special features of the school. The school is in the highest category for pupils in receipt of free school meals. There is a very high turnover of pupils each year - almost one quarter. Twenty per cent of pupils are in the early stages of acquiring the English language and for many more English is an additional language. Thirty-seven per cent of pupils are on the school's register for pupils with special educational needs and this figure is also well above the national average. The attainment of children entering the school is below what might be expected nationally. Observation shows that pupils make good progress in lessons but for the reasons outlined, levels of attainment in tests compare unfavourably with those found nationally.

Results for tests at age 11 in 2000 for which there is no comparative data show that the number of pupils attaining Level 4 in English and above was 29 per cent higher than in 1999 but was still 11 per cent below the national average for that year. Performance in mathematics at Level 4 and above dropped from 55 per cent to 44 per cent. Attainment in science in 2000 at Level four and above rose by 17 per cent to be in line with the national average for 1999.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – parents report overwhelmingly that their children like school.
Behaviour, in and out of classrooms	Good – pupils have a clear understanding of right and wrong.
Personal development and relationships	Very good – respect for feelings, values and beliefs is excellent.
Attendance	Satisfactory – authorised absence is in line with national averages and unauthorised is slightly higher.

Pupils are very enthusiastic about school. They are very involved and have a very clear idea of the impact of their actions on others. Relationships are very good and pupils are very good at showing initiative and taking responsibility.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

The quality of teaching in English is very good and is good in mathematics. It is good in all other subjects except history where it is satisfactory and information and communication technology where it is unsatisfactory. Weaknesses are found in Teachers' knowledge and use of information communications technology and in some lessons in the planning for mathematics. The skills of literacy are being taught very well and the teaching of numeracy is good. The school meets the needs of all pupils well including those with special educational needs. Pupils with English as an additional language also make good progress. Teaching was satisfactory or better in 96 per cent of all lessons. It was satisfactory in 32 per cent, good in 39 per cent, very good in 20 per cent and excellent in 4 per cent. It was unsatisfactory in four per cent. Pupils are keen to learn as a result of the care that is taken with their lessons. They are actively engaged in lessons and participate with enthusiasm.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good – the curriculum is well designed to provide all pupils with equal opportunity.
Provision for pupils with special educational needs	Good – pupils with special needs are well taught and make good progress.
Provision for pupils with English as an additional language	Good – pupils are learning well and making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent - This results from the school's desire to give all pupils equal opportunities in all aspects of school life.
How well the school cares for its pupils	Very good – the school makes this provision in many ways.

The school's work with parents is excellent and is one of its outstanding features. Provision for information and communications technology is currently a weakness as are some aspects of mathematics. These will be key issues. The school is meeting its statutory obligation to teach the National Curriculum and religious education. The school takes very good care of its pupils and the pupils respond accordingly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Excellent – the head and deputy form a very effective team.
How well the governors fulfil their responsibilities	Satisfactory – they are well placed to become increasingly influential.
The school's evaluation of its performance	Very good - This enables the school to plan and implement major initiatives such as National Literacy Success For All.
The strategic use of resources	Excellent - The resourcefulness in finding resources of all kinds is noteworthy.

The school has a good match of teachers and support staff to the demands of the curriculum. The accommodation is good and resources, which are very good for English, are otherwise generally satisfactory. The leadership and management of the school shows many strengths and no weaknesses. The school is able to identify areas where best value principals are applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their child is making progress. • They can approach the school. • The school expects their child to work hard. • The school is helping their child to mature. 	<ul style="list-style-type: none"> • The work the children get. • The range of activities provided by the school. • The leadership and management of the school.

The response from questionnaires, the parents' meeting and from interviews with parents was overwhelmingly favourable to the school. The inspection team endorses those favourable views that parents hold. Inspection shows that pupils are getting an appropriate range of work including homework and that the school is providing an appropriate range of extra-curricular activities. The leadership and management of the school are excellent. The pupils are given appropriate work and the school provides a good range of activities for its pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The attainment of children entering the nursery is generally below that which might be expected. Many have poor listening and speaking skills and some are from families where English is an additional language. Because of good teaching these children make good progress and those that complete the foundation stage are now in line to meet the levels of attainment expected for their age. In communication language and literacy children in the nursery learn that print carries meaning and in the reception class children learn to select books for themselves and how to become "active listeners". They comment on characters in stories and in the reception class develop their interest in writing. Teaching encourages children to express themselves clearly and extend their vocabulary. Activities such as sorting and matching help children in the nursery to understand number. Children set out the right number of plates in role-play and are learning the names of simple shapes. In the reception class they count to ten and begin to use comparative language such as longer and shorter. Teachers make good use of opportunities to develop mathematical thinking by using appropriate language for example when discussing how many children are present.
- 2 Children in the nursery learn the names of everyday things and are supported well where English is not their home language. Children learn about how things grow and are given a wide range of opportunity to handle materials and tools. There are good facilities for outdoor play and all children make good progress in developing their physical skills such as balancing and climbing. In the reception class they refine skills such as cutting and sticking and using tools such as printing blocks. Children in the nursery quickly become confident painters and learn many ways in which printing can be undertaken. Better control skills in the reception enable children to make collages. There is a good range of musical instruments and children enjoy exploring concepts such as fast and slow, loud and quiet. There are very good opportunities for children to extend their understanding of what they are learning through play. During the inspection a "workman's" tent was erected complete with hard hats and tea brewing facilities.
- 3 The attainment of pupils in national tests in 1999 for pupils at age seven (Key Stage 1) was well below the national average in reading and writing and above in mathematics. The percentage of pupils reaching the higher level (Level 3) was broadly in line with the national average in reading and was above in mathematics. This suggests that higher attaining pupils were having their needs met but that overall figures were depressed because of a lack of facility with writing. This is what might be expected from a cohort with many pupils with special needs and English as an additional language. This performance did compare favourably with a group of schools that have similar percentages of free dinners. The attainment of pupils in mathematics was well above that of pupils in similar schools whilst reading was above and writing broadly in line with it. The performance over time of pupils at this age shows a steady improvement since 1996. The results of teacher assessment in science put attainment at well below that found nationally.

- 4 The attainment of pupils in national tests at age 11 (Key Stage 2) showed that attainment in English was very low, that attainment in mathematics was well below and that attainment in science was below. The percentage of pupils achieving the higher level (Level 5) was above the national average in mathematics and science but was below in English. In comparison with similar schools the attainment in mathematics was average, was below in science and was well below in English. It is difficult to see patterns in attainment over time for whilst attainment in science and mathematics went down from 1996 to 1998 it rose in English. Attainment rose in mathematics and science from 1998 to 1999 but fell in English. Results for tests in the current year 2000 show that the percentage of pupils reaching the expected level (Level 4 and above) rose in English but remained below the average for the previous year. They fell in mathematics and they rose in science to the point where they were in line with last year's national average. These figures should bring the school trend closer to the national trend when analysed. Targets are set from good data which are kept on the progress of individual pupils but the high pupil turnover makes it difficult to set targets which can be achieved. The school does evaluate performance very well and tailors the curriculum very well to the needs of individual pupils. Analysis also led the school to adopt the Success For All programme which was seen to be having a very good impact on both teaching and learning in English.
- 5 The results of inspection show that at both key stages attainment is below expectations in English and mathematics but is in line for science. This represents an improvement since the last inspection and the report will give many reasons for this. The main reasons for the improvement are that the excellent leadership and management of the school have improved the environment and the spirit of the school, and greatly improved teaching and the curriculum. The result of these changes has been better learning opportunities for pupils. There is a weakness in investigational work in mathematics and attention needs to be paid to the teaching of information and communications technology. The National Numeracy Strategy has had a positive influence on teaching and learning but a far greater influence is being registered with the recently introduced Success For All English programme. This has been made possible by the school's very fruitful association with the Education Action Zone for North Islington.
- 6 Attainment in religious education is in line with what might be expected of pupils at the end of both key stages who are using the same agreed syllabus. Attainment in information and communications technology is below expectations at both key stages. The school has only recently appointed a coordinator for information and communications technology and the school has also recently experienced difficulties with contractors which has severely restricted access to the computer suite.
- 7 At the end of Key Stage 1 pupils speak and listen attentively in discussing how they would choose and wrap a present for a friend. The youngest pupils talk freely about the book they are sharing but at age seven they have limited knowledge of how books are kept in libraries. Higher attaining pupils at this age can give the names of some well-known authors. Their writing shows that they make good attempts at spelling unfamiliar words but handwriting is below average. Scrutiny of current work shows that there was improvement in the quality of written work since the beginning of term. Pupils can use money in calculations up to £1, can add and subtract to 100 and can multiply by ten. They identify and name two-dimensional shapes and use comparatives in measurement. They are able to estimate effectively and confirm their estimations using units such as litres. In science they can differentiate between living and non-living things, and identify the main parts of a plant. They know about electricity and its applications in the home and recognize that materials can be

changed by the application of forces. In religious education they know that there are Holy Books and writings such as The Bible and the Torah. They reflect on rules and the values and beliefs of others. In information and communications technology they know some key terms such as monitor and space bar and have experience of using software in a word processing exercise.

- 8 At the end of Key Stage 2 pupils describe the characters and plot of a story well but only the highest attainers draw inferences from what they read. They have little knowledge of libraries and tend not to read other than what is required. They use the correct conventions for drafting work on a play script which they adapt from a story they have read but their handwriting is neither fluent nor joined script. In mathematics they use mixed numbers correctly and can find the area of regular shapes. They understand mean, median and mode and the higher attaining pupils can multiply and divide numbers with up to two places of decimals. They plot data on a graph effectively and can identify the properties of different triangles. In science they understand the function of the major organs of the human body and are able to carry out investigations with variables to see for example which conditions favour the growth of plants. In information and communication technology, pupils use a word processor effectively and can access web pages on the Internet. They can change font size satisfactorily and are beginning to work with simple databases. In religious education they develop their knowledge of world faiths to include Sikhism and Islam and they ask questions about what their faith means to them as well as how they perceive the faiths of others.
- 9 The attainment of pupils in the foundation subjects is in line with expectations in both key stages for geography, art, music, physical education, history and design and technology.
- 10 There was no evidence to show that there are significant differences across the curriculum in the learning that takes place between girls. Pupils of differing attainment do as well as one another. Pupils with special educational needs make good progress against the targets set in their individual educational plans. Their attitudes towards the school are good and those pupils with behavioural difficulties also show good development. After a long period in which the progress of pupils with English as an additional language was held back by a series of changes and difficulties affecting the availability of staffing support and resources, they are now making good progress. Pupils aged five to seven are making good progress because their needs are now being very well assessed on entry to the school and they are getting good support in lessons. Good resources are available to support these younger pupils, such as age-appropriate bilingual books in many of the pupils' home languages, and a support room with attractive make-believe home settings and groups of toys and objects which specialist staff can use to help them in learning English. Pupils aged seven to eleven are making satisfactory progress overall. They are now being very competently assessed on entry and they learn English well through the very supportive framework of the Success For All programme. Where pupils with English as an additional language reach higher levels of competence there is scope for improving their achievement in more formal and demanding tasks, such as tests and extended information writing by enabling them to work with tasks, tests and information sources in their home languages. More could be done to improve support for their learning in other lessons where specialist support staff are not available through better use of prepared and modified resources, including some in their home languages. The Co-ordinator for English as an additional language is aware of the potential to boost progress across the curriculum through such approaches.

Pupils' attitudes, values and personal development

- 11 The headteacher, governors, staff and parents have worked very hard since the previous inspection to improve pupils' attitudes to learning and change the spirit of the whole school. They have been so successful that this area of the pupils' education is now a strength of the school and provides a firm foundation for the school to continue the improvement it has made since the previous inspection.
- 12 Pupils like school and are interested in the work offered. They are eager to describe their activities and to tell what they do outside the classroom and at playtimes. They are particularly keen to talk about the new playground equipment, which they enjoy using very much. Because the whole school was involved in the design of the play equipment and the garden area as well, they feel a sense of ownership. As part of their design and technology course pupils made five models of playground equipment after discussing various suggestions. The whole school then voted for the best one which was adopted by the architects. This formed the basis of the development. During the inspection pupils were observed at playtimes and lunch breaks playing happily together. There was no bullying or aggressive play. Pupils play with hoops and skipping ropes, which they use sensibly. Boys and girls play football in small groups or sit quietly talking to their friends in the garden area. When school starts and at the end of breaks, pupils line up sensibly before moving quietly into school, behaving very well as they move up the many flights of stairs to their classrooms.
- 13 Pupils are friendly and work well together, building strong relationships with one another and with adults in the school. They know that they are valued as individuals and respond positively to this knowledge. Behaviour is almost always good in lessons and outside school there is no evidence of persistent aggressive behaviour. Pupils say that when unacceptable behaviour occurs in lessons it is always dealt with firmly by the staff according to the school's agreed behaviour policy. In the last year there were eight fixed term exclusions of boys and no girls were excluded. The level of exclusions is declining. The school does not exclude pupils on a permanent basis. Parents overwhelmingly agree that behaviour has improved a great deal since the previous inspection and inspection evidence supports this.
- 14 Boys and girls work and play together very well and the atmosphere for learning is harmonious in most lessons. Pupils are well aware how their actions affect others and listen to the opinions of their friends with interest and courtesy. In lessons and during corporate acts of worship pupils explore how other people's feelings deserve to be considered with the same respect they would wish for themselves.
- 15 The personal development of the pupils is very good. Pupils in the youngest classes regularly help friends and undertake small tasks without being asked to and this assists the smooth running of lessons. Older pupils act as monitors in a number of ways. They readily accept these small responsibilities in a considered and mature way. Monitors have numerous duties including showing visitors around the school, setting up for assemblies and being in charge of the overhead projector, helping at lunchtimes and most importantly helping younger pupils become more familiar with the English language.
- 16 The school council meets on alternate Monday lunch times. There are two representatives from each year group. Pupils take their responsibility very seriously. Recent meetings have focused on the new playground and the garden area. Pupils are very proud of them and have made very good suggestions for further developments when funds are available. Year 6 pupils are expected to leave the school a better

place than they found it when they joined, so several worthwhile improvements to the school have been made due to the initiative of Year 6 pupils who are encouraged to take part by their parents.

- 17 Attendance is in line with the national average. Authorised absence is close to the national average and unauthorised absence is slightly higher than the national average.

HOW WELL ARE PUPILS TAUGHT?

- 18 The quality of teaching is good. Of the 69 lessons or parts of lessons that were observed the teaching was satisfactory or better in 96 per cent. Thirty-two per cent of teaching was satisfactory, 39 per cent was good, 20 per cent was very good and four per cent was excellent. This is a very significant improvement from the time of the last inspection report where 21 per cent of teaching was found to be unsatisfactory. There are many reasons for this improvement but they all stem principally from the influence of the headteacher and the deputy. Initiatives such as the recently introduced Success For All programme are giving teachers very good strategies that can be applied in other areas of the curriculum. There is no doubt that improvements in the management of behaviour and the improvement in pupil response also contribute greatly to the improved quality of teaching. The curriculum is also better balanced and schemes and policies for each subject now provide better support. Attention to planning also means that teachers are better prepared. The senior management team supports the development of teaching very well and newly qualified and newly appointed teachers are well supported so that they are able to make a good contribution from the start.
- 19 With 62 per cent of teaching being good or better there are few weaknesses. Teaching is good in English, mathematics, science, design and technology, physical education, religious education, geography, art and music. It is satisfactory in history. Very good teaching was seen in the foundation stage, Key Stage 1 and Key Stage 2. The teaching of information and communications technology is unsatisfactory and there is a clear need for training to be undertaken. Attention also needs to be focussed on mathematics where there is some need to develop investigations and the use of information and communications technology further and to plan better for the varying needs of some pupils. The greatest strength in teaching is the very good way in which teachers manage pupils, for whilst behaviour is greatly improved there are still some pupils, mostly boys, who if given the opportunity would behave unacceptably. Teachers have very good control skills and because of the reasonable and caring way in which the rewards and sanctions procedures are carried out the pupils know when they have done something wrong and can accept the consequences with good grace. Teaching is also characterised by a very strong sense of mutual respect and respect for the values and beliefs of others. Teachers are good role models and pupils have confidence in them.
- 20 The school has adopted the National Literacy Success For All programme for teaching English very effectively and this has superseded the format of the National Literacy Strategy. It is already making a major impact on teaching and learning. The school has effectively introduced the National Numeracy Strategy and this too is having a good impact on learning. The strategies that teachers have acquired through their teaching of Success For All are also being used to good effect in other areas of the curriculum. Having established the concept of "active listening" as something that pupils actively have to do in Success For All, teachers find it very useful in achieving the same result in all other subjects. The school has a computer suite which is now, after a series of setbacks, is in operation and there are also computers in each

classroom. Computers are not used more broadly in support of other areas of the curriculum such as where English for some pupils is an additional language.

- 21 Specialist support teaching for pupils with English as an additional language is good overall. It was very good in English lessons, where both the groupings and the teaching approaches specified for the programme provided just the support they need. Teachers of the youngest pupils and those with large numbers of these learners in their classes are aware of the need to provide the right support. There was no evidence seen during the inspection of teaching which particularly failed to address the needs of learners with English as an additional language. Where there are older pupils with more developed English skills, teachers do not always exploit the opportunities to help them do better in subjects other than English by providing additional visual aids and key phrases in their home languages.
- 22 The teaching of pupils with special educational needs is good. Very good identification of pupils with difficulties and good support from teachers and support assistants ensures that pupils are well integrated into school life. Learning support assistants are very well briefed and contribute much to the success of pupils. Opportunities for extending pupils' development through the use of information and communications technology are good.
- 23 Because so much good work has been done in creating a good learning environment and because the quality of teaching is so good, pupils are able to learn well. They are interested and are actively involved in their own learning. Pupils are making good progress but because of many factors beyond their control – high turnover of the roll, high percentages with special educational needs, high numbers of those eligible for free meals and high numbers of pupils with English as an additional language – this good progress does not guarantee high standards of attainment when the school is compared nationally with others. A comparison with other schools deemed similar on a free school meals basis is difficult as so many of the school's unique features are not taken into consideration. In a school that has made great strides forward, the good response of the pupils should not be overlooked.

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

- 24 The curriculum provides a good range of learning opportunities for pupils and teaching time is allocated properly to each of the subjects. The curriculum is good at both key stages and in the nursery and reception. The provision of English language learning is very good and this is extended to the many pupils who are learning English as an additional language. Provision for pupils with special educational needs is very good. The school is careful to offer all pupils regardless of attainment or ability suitable learning opportunities within a suitable learning environment and this makes an excellent impact on pupils' moral and social learning. The statutory requirement to teach the National Curriculum and religious education is met. There are sound arrangements for pupils, sex education and there is appropriate provision for health and social education including attention to substance abuse. The provision for information technology in both key stages and under fives is satisfactory but the teaching of the subject is not extending learning beyond the basic and this restricts opportunities for pupils. Religious education is taught according to the locally agreed syllabus. There has been a good improvement in the coverage and planning of the National Curriculum since the last inspection. Foundation learning linked to the National Curriculum is now provided and this enables pupils to make appropriate progress from nursery and reception to Key Stage 1. There is now adequate time for

religious education, physical education, music, geography and history which is a good improvement since the last inspection. Learning in these subjects is now structured so that pupils acquire and build upon appropriate skills.

- 25 The quality of the English curriculum including that for pupils who are learning English as an additional language is very good. The large amount of time given to English is appropriate and the highly structured approach to language teaching has benefits across the other curricular subjects. Much of the style required of teachers in the teaching of Success For All can be seen in other areas of the curriculum. Thus in mathematics pupils are expected to listen actively and to use specialist mathematical terms in a formal way. Number work is promoted across the curriculum where there is a constant and consistent recognition that, like language, number work is important. In science, opportunities are used in Key Stage 1 to estimate and count the numbers of teeth people have. However, the development of investigative work in maths is still limited. Emphasis has been correctly placed on improving the quality of the English curriculum, especially speaking and listening. This has also been the case in mathematics and the improvements that have taken place have made a major impact on the school. The National Numeracy Strategy has been implemented satisfactorily. Provision for the foundation subjects and religious education is satisfactory. The use of information technology across the curriculum is unsatisfactory.
- 26 The Success for All programme makes an excellent contribution to the learning of pupils with English as an additional language. Its very carefully structured presentation of new language and the development of learning through small steps are very well suited to the needs of these learners. The emphasis that the programme places on co-operation in learning and very attentive listening is exactly what those at the early stages of learning English need. Many of the high quality books which are used as texts for lessons are based on stories from a wide range of world cultures, and some deal with the experience of being a newcomer or a member of a minority community. The strategy of using hand signals, visual aids and a range of other easily understood procedures helps them understand unfamiliar words and phrases. The social programme which is part of the learning helps them play a full part in the classes and groups they learn in. The school takes care to provide very good curriculum support by providing specialist staff in classes and groups with very large numbers of pupils at the early stages of learning English. However, better support could be given to enable older pupils at the more advanced stages of learning English as an additional language to make the most of the curriculum for other subjects. For example, science, history and geography do not at present support pupils with English as an additional language by providing more purpose made simplified resources and also resources in the pupils' home languages.
- 27 The provision for pupils with special educational needs is very good. There are a large number of pupils on the schools register. The requirements of pupils with statements of special educational needs are met effectively. The special needs of pupils are met through sensitive class grouping, skilled teaching and good support by learning support assistants.
- 28 There is a satisfactory range of extra-curricular activities. There is a planned homework club, to be staffed by learning support assistants and which would include interpreters. Parents are invited to take part. There is a maths club based around a game devised by a local dentist, who visits the school each week to run the club. There is a karate club and a Muslim prayer group. A Somali language group also meets in school. Peripatetic music tuition is available and there is a planned recorder club. Competitive games and sports are encouraged through pupils' involvement with

the after school club. This is a good improvement since the last inspection.

- 29 The school maintains very good links with the local community. The school involves parents in the education of their children at every opportunity. Effective use is made of translation services and contacts with the community to foster links with all parents. The school is part of an Education Action Zone and through this has good links with other primary and secondary schools. The school maintains good links with the local support services to help pupils with special educational needs.
- 30 The provision for spiritual, moral, social and cultural development is excellent. The provision for spiritual development is good. Pupils are encouraged to consider things spiritual in assemblies where pupils marvel at the musical sounds made from a blade of grass. They are encouraged to appreciate nature in their gardens and develop this interest in the environmental centre. Pupils reflect upon their own and the attributes of others in assemblies. The provision for developing pupils' moral sense is excellent. All people involved in the school share the same consistent standards and pupils are encouraged to continually reflect upon their behaviour and its effect on others. Pupils are encouraged to develop a sense of right and wrong. They are helped in this by the consistent approach of all staff and the clear strategies for rewards and sanctions. This has a direct bearing on pupils' social development, the provision of which is also excellent. Pupils are encouraged to value and respect each other. There is a school council where pupils are encouraged to make decisions, which affect the running of the school. There is a strong sense of "a world family" in the school which, when considering the great range of nationalities and cultures within the school, helps pupils to examine their social and moral values. Cultural provision is also excellent. Pupils are encouraged to respect, understand and enjoy the cultures of others. Pupils draw ideas in art from European artists and enjoy the dance and music of Malaysia and West Africa.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 31 At the last inspection this aspect was considered to be good overall. Supportive relationships existed between adults and pupils, which made a positive contribution to the provision of support, welfare and guidance. There were procedures in place for special educational needs support and parents were aware of them and of the school's positive approach to bullying and for the transfer to secondary schools. Whilst staff were aware of health and safety issues there was no health and safety policy in place. The school has worked very well in order to improve further these aspects for pupils; overall they are now very good.
- 32 There are suitable health and safety and child protection policies in place, which are well implemented across the school. Staff are aware of their need to be alert at all times. Good communications exist in all care-related issues across the entire school, which ensures any that health and safety or child protection concern is properly dealt with. The school is not in any position to be able to do anything about the sloping playground identified in the last report. However, they have sited new playground equipment, for example "the crocodile", to make good use of available area. A couple of minor health and safety concerns were noted during the inspection and the school made aware of these, for example a raised cover plate, and a missing drain cover over which pupils might trip. The school's attention was also brought to the current lack of a security level cover on internet access by pupils.
- 33 Pupils are well supervised during the day, with staff monitoring from before the start of the school day through to pupils leaving the premises at the end of the day. This

results in the school operating smoothly. The member of staff with responsibility for child protection fulfils the role very well. She has received training and keeps up to date with these matters. Staff are kept well informed, and have very high awareness as a result, of regular updating of information and whole school policies. They know and follow these procedures faithfully. The school has excellent relationships with support agencies and these are regular and suitable to promote a trusting and beneficial effect. The levels of cleanliness and general maintenance are good, especially considering the age of the building and its size.

- 34 Pupils with special educational needs are well cared for. There is early identification of difficulties and very good monitoring through the individual education plans of pupils' progress. Pupils with statements of special educational needs receive their entitlement.
- 35 Attendance and punctuality are carefully monitored, and the school works hard to improve attendance through its systems. It follows up on any unexplained or prolonged absence with regular reminders to parents and pupils. The school has a very good system to follow up on attendance and lateness by phone contact and home visits. The educational welfare officer is a regular visitor to the school and reviews the attendance registers. The education welfare officer follows through on any matters of concern and supports the school well. The home school worker supports a small core of pupils with emotional and behavioural difficulties in school and at home as well as supporting families at times of crisis. She also runs a lunchtime club for such pupils.
- 36 The school's behaviour policy, which works very well, is strongly based on encouraging a very caring and positive attitude between all staff and pupils. It has a system in place for rewards within the policy on behaviour management as well as very clear lines for what is unacceptable behaviour. Teachers place very strong emphasis on raising pupils' self-esteem by building upon work done by pupils, through the use of positive comments. Procedures for monitoring the personal development of pupils are excellent and are carried through all areas of school life. Pupils rightly feel that they are greatly valued by staff. The school has a weekly achievements assembly and a system of points for pupils who excel. These have a positive influence on pupils. Parents, staff and pupils are all very aware of the school's requirements for good behaviour.
- 37 The assessment of pupils is good overall. Although the systems of assessment and record keeping are very good in English, good in mathematics and science, they are less formal in the rest of the curriculum and religious education and, as a result, teachers do not have a clear enough picture of pupils' attainment or progress in those subjects. Pupils are regularly tested in English. These assessments are effectively analysed by staff and consequently indicate what pupils know, understand or can do. The results of assessment are used purposefully to plan future work for individual pupils. The school effectively carries out the end-of-key-stage assessments and analyses these results to set targets for further development. Samples of pupils' work are kept to assist teachers to make reliable assessments of the pupils' attainment, for example in writing, mathematics and science. These records of achievement provide an attractive record of the wide variety of experiences that the school provides. Through this information teachers are able to tell precisely what progress pupils have made. Test results that show the ability of children entering school, are carefully analysed and used effectively to plan sessions to meet the needs of all children. Assessment of pupils' personal development is excellently managed and carried out.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 38 In the previous inspection report parental links were considered to be at least satisfactory. Parents were welcome in the school and they did support their children and the school. Communication between parents and teachers was considered to be good. Published information was regular and of worth although the ability to reach all community groups was considered limited in some areas. The Parent/Teacher Association, although small, was active. The school has sustained these positive aspects and done a great deal of work to enhance and improve them with successful results. Links with parents are now excellent and the parents have very good opinions of the school.
- 39 The school actively, constructively and effectively encourages parents whenever they possibly can. Although there are only a small number of parents who come into school on a regular basis they are successful in helping pupils' learning by supporting them in lessons. Parents are used effectively by the school. They are given clear guidance in how to help in classrooms, where they support well, as they do also on trips and visits. They escort pupils to the swimming baths as well as on trips further afield. The Parent Teacher Association is very determined and successful in providing events for fund raising purposes in support of the school. Their activities effectively help and encourage parents in minority groups to see that they also have an important contribution to make. They run a shop and provide functions such as discos, international evenings and Christmas bazaars which allow them to buy, wrap and give, a present to every child at Christmas. They also provide refreshments at functions such as the Year 6 leavers gathering for parents. Parents as a whole are generally supportive and appreciative of activities generated by the Parent Teacher Association.

- 40 The weekly newsletters are of very good quality and are very important in transmitting information of the school's social and topical events as well as information about the curriculum. Of particular merit is the "open door" policy and the welcoming atmosphere that the school provides. There are termly parent/teacher meetings to review pupils' progress. These are helpful in informing parents about what their children are actually doing at school and therefore offer additional ways for parents to assist their children's home learning. There is a good range of additional school and educational information available throughout the school for visiting parents. The pupils' annual reports are satisfactory. They are only produced in English but the school has translators on duty at opening evenings to assist parents who would otherwise find it difficult communicating in English. The school uses the end of the school day very well as an opportunity for further parent/teacher communication.
- 41 The school systems for initial contact with new parents and the transfer of pupils to secondary schools are very secure and well planned. The school works in close partnership with parents of those pupils with special educational needs. Parents are invited to attend annual reviews and close contact is maintained through regular parents' evenings. The school makes good use of interpreters to assist in communications with parents.
- 42 The co-ordinator of English as an additional language is a bilingual member of one of London's minority ethnic communities and this has given her the skills and empathy which enable her to make very good links with parents from minority language communities, including those who are early stage English language speakers. In the very short time since she was appointed, she has successfully established an attractive and inviting family support room. This combines the school's existing resources for English as an additional language with good facilities for meeting and working with parents and community support workers and volunteers. She has given priority to increasing the availability of interpreter support and this has already resulted in a larger number of parents from minority language communities attending the meetings the school arranges to brief them about the curriculum. She gives very good guidance to families on how to support their children and to her fellow support staff on how to help parents and families.
- 43 The information provided by parents at the meeting with inspectors and also the analysis of the returned questionnaires demonstrates that parents are very happy with the improvements made by the school since the last inspection and with the school's approach to their children's education and personal development. The satisfactory return rate of parent questionnaires suggests that there is a good level of parental commitment and care. Analysis indicates that parents feel that pupils like school, are making good progress, that behaviour is good, expectations of work are high and pupils are becoming more mature. Those areas where parents were less satisfied related to the work their children received, the range of activities provided and to the leadership and management of the school. Inspectors' judgements agree with the positive parental opinions. They found that the school is providing an appropriate range of out of school activities and that the leadership and management of the school is of an especially high order.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 44 At the time of the last inspection the school was found to have serious weaknesses. A subsequent visit from Her Majesty's Inspectors reported that good progress was being made with the action plan that had been drawn up in order to address the key issues identified in the report.
- 45 Because of the excellent vision and determination of the headteacher, the school has improved to the point where, even though it continues to develop the school has many features which far surpass satisfactory and which in some cases can be described as excellent.
- 46 The headteacher has improved the standard of behaviour so that it is now good and the quality of teaching and the curriculum is also now described as good. Under her guidance, the school has reached out to embrace and involve many different groups and individuals within the community. She has successfully involved parents and pupils and forged a partnership that enables all to know and understand that the school is dedicated to meeting their needs. This is particularly commendable when the great range of ethnic diversity in the community is taken into consideration. She has created a staff that display high levels of commitment, skill and purpose and in particular, she has formed an excellent working partnership with the deputy headteacher. Because she has created an excellent ethos and environment, the school is now able to offer good learning opportunities and pupils now make good progress.
- 47 Effective management skills have ensured that the vision has been systematically developed, monitored and evaluated. Planning of the curriculum, teaching and the work in pupils' books are all looked at and reported on. The assessment processes that identify where progress is being made effectively inform teachers about the core subjects of English, mathematics and science but this practice has not yet been extended to cover the attainment targets and levels of attainment for pupils studying the new National Curriculum foundation subjects.
- 48 Targets are set and results are analysed. As a result the school was able to decide that it wanted to introduce the "Success For All" programme. This programme had been in place since the start of the term and inspection confirms its enormous potential and the excellent progress being made with its implementation. This very important step could not have been undertaken had the headteacher not persuaded the North Islington Education Action Zone to allow Hargrave Park, which is territorially not in their area, to be included as part of the zone. This is another example of the skill and effectiveness of the headteacher. It was then possible for the school and the zone to agree the support package necessary for the introduction of Success For All.
- 49 The management of the provision for pupils with special educational needs is very good. Early identification of pupils with difficulties ensures that extra provision is sought and that teachers are aware of pupils' difficulties. The sense of including pupils into school life is strong and pupils respond to this. Overall management is by the headteacher, but management of special educational needs is now split between Key Stage 1 and Key Stage 2. The new co-ordinator at Key Stage 1 is undergoing appropriate professional development. Close contact is maintained with the support agencies and good contact is also maintained with the language support service to identify and support pupils with English as an additional language.
- 50 After a long period in which there was not effective co-ordination and development of

support for pupils with English as an additional language, the school has been very fortunate to recruit an outstanding co-ordinator who is already achieving rapid improvements in the school's provision. She is an internationally reputed researcher in the field as well as being an excellent teacher with long experience of co-ordinating support for pupils from a wide range of linguistic backgrounds. She has adopted the existing good assessment procedures for helping new arrivals from refugee and other linguistic minority families as they arrive at the school. She works very well with other staff including teaching and support staff and is very sensitive to the need to develop support for English as an additional language in ways which make the most of existing resources and approaches. She has a commendably ambitious vision of the role that the school could play as a local centre and magnet for supporting family and community learning for families from minority languages and has the capacity, given the right resources, to establish a centre of excellence in using information technology to do this.

- 51 One of the headteacher's great strengths lies in her ability to recognise opportunity and act decisively to take advantage of it. As a result the school has profitable associations with, for example a major organisation such as an Education Action Zone, a small community based organisation such as the Whittington Agenda 21 Group, a learning programme such as "Success for all," or those individuals, several in number, who have something to offer and actively want to support the school. All the agencies and individuals concerned speak highly of the school and its commitment to raising standards.
- 52 There is excellent financial planning and budgeting and the school has effectively contracted out the management of its finances. This is one way in which the school demonstrates its commitment to the application of the principals of best value. The budget is set in accordance with the priorities of the school development plan and progress is reported to the governors on a regular basis. The plan is drawn up in such a way as to involve all concerned parties so that, for example, staff needs which have been identified through their professional development interviews can be included. The half termly interviews between individual members of staff and the headteacher have effectively compensated for the absence of a formal system of appraisal and the school is aware of future demands that are to be made concerning the assessment of performance.
- 53 The governing body has recently lost and replaced several of its members and there is currently a chair of governors designate. Interviews with the chair designate and the vice chair show that the governors have a very clear idea of what the school's priorities are and how they need to develop their role in order to utilise their considerable skills. The governors are meeting their statutory obligations.
- 54 Pupil mobility and staff retention are areas of difficulty for the borough as a whole and this is highlighted in a recent report "One Hundred Percent Of Our Future" which the borough commissioned. These difficulties exist at Hargrave Park to the extent that the school has a high turnover of teachers, ten in the last two years and a very high turnover of pupils, 30 per cent in the last year. The school also has high numbers of pupils with special educational needs and also a high number of pupils with English as an additional language. There is also a higher than average number of pupils in receipt of free school meals. These factors contribute most significantly to the fact that whilst pupils are observed to be making good progress in lessons, their attainment, in national terms remains low.
- 55 The problem of maintaining cohesiveness, purpose and direction is far greater here

than in most schools. The head and deputy have successfully maintained a focus on the aims of the school and have successfully ensured that the importance and ownership of these aims is clearly communicated to everyone in the school community. There is an excellent reflection of these aims in the work of the school. Equal opportunity, respect and value for the feelings and beliefs of others are manifestly obvious and permeate all aspects of school life and work.

- 56 New staff including those teachers who are newly qualified are supported in such a way as to enable them to make effective contributions from the start and to fit in with minimal disruption to the learning process. The school would provide an excellent environment for the provision of initial teacher training.
- 57 There is a clear need to improve the quality of teaching and learning in information and communication technology. The school has made good provision in terms of hardware and facilities and is willing to embrace new technology as shown by its adoption of a comprehensive systems management programme and through the targeting of training to specific individuals such as the headteacher. Specific funding is very well targetted as can be seen from the progress being made with "Success For All" and in the way new English as an additional language staff are working. The building is a fine structure which has more than ample space and which is in a good state of repair and maintenance. The classrooms are well lit and good in size. The previous report drew attention to the sloping nature of the playground and it was noted during the inspection that there was a tendency for deep puddles to form but the school has done very well to provide gardens and the crocodile climbing complex within this space. A field is at the school's disposal but it is a short walk away.
- 58 The school is very well resourced for English as a result of the input of books and materials from the Education Action Zone for the Success For All programme and there is a well-equipped computer suite. Resources for pupils with English as an additional language are satisfactory overall. There is a good range of appropriate books and learning aids, particularly for younger pupils, which has been enhanced by the resources provided by the Success for All programme. However, information technology-based resources and support for these pupils and their teachers is unsatisfactory. There are no computer facilities in the specialist support room, although good desktop and digital resource publishing facilities would enable much better support to be given. There are no multilingual word processors or CD-ROMs and videos in the community languages of the pupils and their families. The Co-ordinator for English as an additional language sees the need to build up these basic resources as a high priority, and she is aware of the potential use that could be made of the school's newly acquired whole school assessment tracking software to monitor and improve provision. She is also keen to exploit the resources which are now freely available or easily produced via the Internet to provide help for pupils and parents, and to enable them to develop and publish their own work in their own words.

- 59 Resources are otherwise satisfactory in quality and quantity and because of the availability of space within the school are well stored and accessible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 60 In order to raise standards the governing body and senior management team should:-

1. Improve standards in mathematics by:-
 - a. increasing the monitoring of the subject
 - b. improving the focus of mental maths sessions
 - c. planning work for differing abilities in all lessons
 - d. developing investigations
 - e. developing the use of information and communications technology
(Paragraphs 5, 19, 25, 85, 86, 90, 91)

2. Improve attainment in information and communications technology by:-
 - a. improving the quality of teaching through appropriate training
 - b. greater application in other areas of the curriculum
 - c. introducing systems of assessment for pupil progress
 - d. addressing health and safety issues in the computer suite
(Paragraphs 5, 6, 19, 24, 57, 58, 82, 86, 91, 94, 115, 122, 123, 124, 125)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	20	38	34	4	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)	27	224
Number of full-time pupils eligible for free school meals	0	132

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	95

English as an additional language	No of pupils
Number of pupils with English as an additional language	121

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	81
Pupils who left the school other than at the usual time of leaving	63

Attendance

Authorised absence	%
School data	5.6
National comparative data	5.4

Unauthorised absence	%
School data	0.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	9	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	8	13
	Girls	7	5	9
	Total	18	13	22
Percentage of pupils at NC level 2 or above	School	75 (77)	54 (63)	92 (87)
	National	82 (77)	83 (81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	12	12
	Girls	6	8	8
	Total	15	20	20
Percentage of pupils at NC level 2 or above	School	63 (77)	83 (63)	83 (87)
	National	82 (81)	86 (85)	87 (86)

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	18	15	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	8	7
	Girls	7	10	10
	Total	10	18	17
Percentage of pupils at NC level 4 or above	School	30 (31)	55 (17)	52 (14)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	7	5
	Girls	6	9	7
	Total	9	16	12
Percentage of pupils at NC level 4 or above	School	27 (31)	48 (17)	36 (14)
	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	16
Black – African heritage	42
Black – other	15
Indian	3
Pakistani	7
Bangladeshi	19
Chinese	12
White	73
Any other minority ethnic group	64

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	1	0

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

Teachers and classes

Qualified teachers and classes: Yr – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	25
Average class size	25

Education support staff: Yr– Y6

Total number of education support staff	10
Total aggregate hours worked per week	166

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27

Total number of education support staff	2
Total aggregate hours worked per week	44

Number of pupils per FTE adult	14
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FTE means full-time equivalent.

Financial information

Financial year	99/00
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	£
Total income	711321
Total expenditure	687388
Expenditure per pupil	2555
Balance brought forward from previous year	7232
Balance carried forward to next year	31165

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	277
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	26	3	1	0
My child is making good progress in school.	57	37	3	4	0
Behaviour in the school is good.	59	32	7	0	3
My child gets the right amount of work to do at home.	39	17	25	9	9
The teaching is good.	58	28	9	1	4
I am kept well informed about how my child is getting on.	58	28	8	3	4
I would feel comfortable about approaching the school with questions or a problem.	67	26	7	0	0
The school expects my child to work hard and achieve his or her best.	67	26	4	1	1
The school works closely with parents.	55	33	3	0	9
The school is well led and managed.	53	28	12	3	5
The school is helping my child become mature and responsible.	57	36	3	0	5
The school provides an interesting range of activities outside lessons.	42	36	12	3	8

NB: Percentages of responses are rounded to the nearest integer, sum may not = 100%
Percentages given are in relation to total number of returns, EXCLUDING nil replies.

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

- 61 Children are usually admitted to the nursery in September and January once they have reached their third birthday. They transfer to reception class having spent at least three terms either full or part time, in the nursery. Children are occasionally admitted mid-term depending upon the availability of places and social need.
- 62 Improvements have been made to the provision for children under five since the previous inspection. Teaching is good. The school has embraced the new guidance for the foundation stage and planning fully reflects the needs of nursery and reception children in all recommended areas of learning. Teachers, nursery nurses and early years support staff work as an effective team. All contribute to the planning for, and assessment of the children's progress. Resources for the reception class have been improved, in order to match the requirements of the revised curriculum. The quality of teaching, previously judged to be unsatisfactory in the reception class, is now good throughout the whole of the foundation stage.
- 63 Many children begin nursery with poor speaking and listening skills. Some children from minority ethnic families do not speak English. Personal and emotional development is also often below expectations. However children make good progress because of the good teaching they receive, so that by the time they enter reception class, their personal skills, language and mathematical development are broadly in line with expectations for their ages. On the evidence of work seen during the inspection and the curriculum which is planned for them, most are in line to meet the targets set for them by the end of the foundation stage.

Personal and social development

- 64 Most children come into nursery with immature personal skills. Some have difficulty in forming relationships or sharing with others. Through skilful teaching and thoughtfully prepared activities, children are encouraged to work and play together. They make good progress and have reached the stages of development expected of them by the time they enter reception class. Nursery children gain in confidence and relate well to adults. They begin to share equipment such as the computer and to engage in parallel play, for example when having a 'tea party' in the home corner. They enjoy 'snack time' together. They know where things are kept and show good levels of responsibility and respect for the things around them. In both nursery and reception children are actively encouraged to think of others' feelings and to be respectful towards one another. To this end all adults are very good role models. They work well together and promote feelings of mutual trust and respect, with the result that children know how to behave and accept responsibility for what they do.

Communication, language and literacy

- 65 In both nursery and reception classes books are plentiful and readily available to children. Children select books independently and enjoy listening to stories. In reception class elements of the 'Success for All' programme are used to good effect and children become 'active listeners'. This helps them to sustain concentration for

longer periods so that they are more able to recall details of what they have heard. In one lesson children's interest in reading was promoted very well by the teacher's skilful and dramatic story telling. The children joined in enthusiastically by commenting on the characters and responding excitedly to the fantasy of a 'magic pointing stick'.

- 66 In nursery class children begin to understand that print has meaning. Most recognise their own names at registration time and begin to associate initial letters sounds with names and objects. In the reception class, children increasingly show their interest in writing. They learn the letter sounds of the alphabet and attempt to write words independently.
- 67 Adults in the foundation classes use every opportunity to improve children's language development. They listen and talk to the children extending their vocabulary and encouraging clear responses. For example the nursery teacher seized upon a child's interest in a cassette tape to talk about different sounds made by violin and cello.

Mathematical development

- 68 In the nursery, children have many opportunities to develop understanding of number. Activities involving sorting and matching objects and one to one correspondence are provided daily. For example, children in the home corner set out the correct number of plates and cakes for the group. Children know their colours, so they are able to play a domino game by matching coloured circles. Understanding of number is also taught through stories such as Three Billy Goats Gruff and songs about Noah's Ark. By the time children enter reception class, most children can recognise and count numbers up to ten. They know the names of some shapes and are developing mathematical language such as longer, shorter, more and less. Most pupils sequence numbers to ten correctly. More able children show knowledge of higher numbers for example to 100. They count sets of objects to find the totals of numbers to ten.
- 69 Teachers encourage the use of mathematical language and pose problems such as 'How many are in school today?' Children explore shapes and pattern by completing puzzles and creating designs on a peg-board.
- 70 Teaching of mathematical skills is good and children make good progress in the nursery and in reception where the teacher is new to the post.

Knowledge and understanding of the world

- 71 Foundation years staff provide a good range of experiences and support children very well in this area of learning. Children quickly build on their basic knowledge to make good sense of the world around them. Most nursery children recognise and name everyday things. Those for whom English is an additional language are supported very well by adults who are able to communicate with them in more than one language, when necessary. Good use is made of outside environment, where children plant and harvest vegetables. During the inspection children had an exciting time washing and tasting carrots which they had grown. In both classes teachers ensure that children explore the possibilities of construction blocks and use a wide range of tools and materials safely. They provide a stimulating interactive environment in which children develop their curiosity and their knowledge of everyday things. Children have limited experiences with the computer, however, because of the unsatisfactory range and quality of resources. The use of the computer is insufficiently planned to encourage early basic skills in a structured way. Children use

cassette tapes to listen to stories, operating the equipment confidently.

Physical development

- 72 Outdoor play facilities are good. Imaginative use of equipment helps pupils make good progress in their development of physical skills. All children climb, balance and jump confidently when using large apparatus. They have good co-ordination and a sense of space when riding tricycles. Reception children have time in the hall for movement and dance which helps them improve their balance and body control. The use of tools to cut and mould malleable materials enables children to work with increasing confidence. For example in nursery children cut out shapes along straight lines. By the time they reach reception, children demonstrate improved skills by cutting out circles to make a pair of spectacles.

Creative development

- 73 In this area of learning children respond well to the good range of creative opportunities and make good progress. In nursery children apply paint confidently using different techniques such as rolling a marble across the paper to spread lines of colour. In reception class children create imaginative collages using 'shiny' materials only. There is an ample range of instruments which children play enthusiastically to explore loud and soft and fast and slow elements of music. Singing of simple rhymes and songs is tuneful. Teachers provide many role play opportunities to extend children's imagination and language development. For example a workmen's 'tea tent' was erected during an outdoor play session with a stove, teapot and hard hats. Reception children re-enact favourite stories such as 'The Three Bears' and are extended particularly well when adults interact by adopting one of the roles.

ENGLISH

- 74 Achievement in English overall is below average at both Key Stages. The school's latest test results, unconfirmed at the time of the inspection, show a very substantial improvement at Key Stage 2, with almost two thirds of the eleven year olds attaining the expected national standard compared with less than one third in the previous year. However, assessment results for the seven-year-olds for 2000 show a marked dip, with only forty two percent of the age group attaining the expected national standard, compared with sixty three percent in the previous year. These marked variations reflect both pupil and staff turnover in the previous year, and the greater number of refugee pupils with English as an additional language joining the school in particular classes in the previous year. Analysis of confirmed test results for the three previous years shows that results had consistently been well below the national averages for both eleven and seven year olds. In both age groups, boys have achieved significantly above girls in reading and writing. When compared with similar schools in the latest year for which comparative data is available, pupils aged seven achieved better in reading, and matched the average for such schools in writing. Comparisons with similar schools' results in English at age eleven shows that the pupils have achieved less well than most. However, this comparative data does not take into account the very substantial pupil turnover and the large influx of sometimes transient refugee pupils, which are not usually found in other schools with pupils from similar social and economic backgrounds.
- 75 Lesson observations and discussions with pupils during the week of the inspection show that the new Success for All literacy programme has already made remarkable improvements in pupils' speaking and listening skills, although it had been in operation only for two weeks. Pupils of all ages successfully completed listening tasks involving

identifying and answering key questions about texts which were read aloud. They listened very attentively for long periods during the ninety minutes devoted to the daily Success For All programme. They successfully sustained exploratory discussions about how to manage tasks. Younger pupils took turns in speaking and listening very attentively, for example about how to choose and wrap a present for a familiar story character. Pupils of all age groups spoke fluently about what they were doing. For example, a mixed group of eight to ten year olds discussed what friendship was when reflecting on a story the class had read. As observed in the lessons in the week of the inspection, pupils' skills in speaking and listening at age seven are below the national average, but are above that of similar schools. At age eleven, their skills in speaking are below the national average but their listening skills are above average, and well above those of comparable schools.

- 76 Although pupils' reading achievement remains below average at ages seven and eleven, pupils' skills in reading comprehension have already markedly improved since the introduction of the Success For All programme. Pupils in the seven to eleven age range identify and explain keywords in a book the class is sharing. Younger pupils give simple explanations of books they are sharing. In one small group class of six-year-olds, pupils explained what words like "neighbour" mean. However, pupils' achievement in reading in both age groups is limited by their low library and non-fiction reading skills. Most pupils aged eleven, including the most able, do not know how to use library classification systems to find a book on a topic they are studying, and they turn to the contents page rather than the index to find information they are asked to look for. Pupils aged seven have a more limited knowledge of how books are stored in libraries than most children in this age group, and many have little knowledge of libraries or how to find and select books independently. The higher achievers in both age groups know the names of some high quality writers, such as Dick King-Smith, but many pupils do not read beyond the books they meet in class or are set to read as homework. Pupils in both age groups summarise stories they read and talk about characters, but very few can talk about the underlying meaning of a story.
- 77 Pupils' achievement in writing is below average at ages seven and eleven. However, observations in the week of the inspection show the Success For All programme has already produced improvements. Pupils' workbooks showed they wrote more correct sentences than in the previous week. Older pupils used the correct conventions for drafting stage directions and created a play script based on a story they studied. Seven-year-old pupils showed they knew the right letter-sound combinations in writing words they did not know well. Pupils' handwriting is below average. Some older pupils do not use joined writing and the quality of the handwriting of those who do is not improving at the same rate as their speaking, listening and reading skills.
- 78 Scrutiny of pupils' workbooks from the previous school year shows that progress across the age group varied from good to poor. It was affected by changes in staffing. Most pupils' improved their writing and reading comprehension skills satisfactorily, but few made good progress. Many pupils' books showed they completed only short pieces of work, on a limited range of English activities. Many pupils with special educational needs and with English as an additional language made less progress than they should have done because they were not set the right tasks.
- 79 With the introduction of the Success For All programme, pupils' progress has improved dramatically, Pupils of all ages and abilities are now making good progress in developing the key English skills of speaking, listening, reading and writing. Of the ten English lessons observed, pupils made very good progress in three and good progress in four. Pupils made at least satisfactory gains in learning in all lessons

observed. Pupils with special educational needs and those with English as an additional language made good progress in groups specially targeted for their needs. The recently recruited co-ordinator for English as an additional language has recently helped these pupils improve their understanding of English lessons through carefully targeted support. She has not yet had enough opportunity to enable the older pupils who have already made progress in achieving near-native speaker competence to achieve their full potential when faced with the most challenging tasks, such as national tests. An excellent achievement of the programme is its very positive impact on pupils' motivation and effort. In all lessons observed, pupils stayed very attentive and interested throughout ninety-minute sessions. They showed exceptionally high levels of effort, setting to work very speedily, for example, when asked to talk to their partner about a story plan or in working on a test. They clearly enjoyed their work and stuck to the tasks they were set. A typical comment made by a girl during a lesson for more able pupils was that she really liked the Success For All approach because "it's full of exciting things to do". Almost all pupils observed made exceptionally good use of the lesson time available. The emphasis the programme places on co-operative working showed in the very good examples seen in all lessons of pupils helping each other share ideas and improve their work.

- 80 The quality of English teaching observed during the inspection was very high overall. Half the English lessons seen were very good. No lessons were less than satisfactory and over two thirds were good or very good. The teachers have been very successful in adopting the demanding and highly structured Success for All teaching approach. It has resulted in an exceptionally high level of consistency in teaching. Teachers set very high standards and pupils know exactly what they are expected to do. The teachers structure time very well, and break learning tasks into small steps. They insist that pupils listen to them and to each other very attentively and courteously. A notable feature of this approach is the way teachers make pupils turn their chairs towards each other when they are set to work on tasks in pairs. This is also having a very clear impact on pupils' social skills and sense of responsibility. The staff use clear language, backed up by visual aids and simple signals and reminders to guide pupils. They praise pupils warmly for each step they successfully complete and make clear to them what progress they have made. They regularly record assessments of each pupil. The impact this has is clearly visible in the pupils' excitement and pride in their work.
- 81 The staff move promptly to manage any signs of disruptiveness so that the rapid pace of the lessons is not disturbed. Clear rules and guidelines encourage the pupils to be aware that they themselves can deal with any feelings of tension and aggression they have. There is a clearly staged system of warnings leading to easily understood sanctions which teachers used very effectively in all English lessons observed. A very unusual feature of the teaching approach of the Success For All programme is the system of organising pupils across age groups into carefully selected ability groups across the school. In some English lessons, pupils aged nine are learning alongside those aged six, and in others, the age range of the pupils covers three year groups. Lesson observations in the inspection week showed that the teachers managed the age range very successfully. Another very unusual feature is that groups of pupils selected as needed intensive booster teaching are having all their English lessons taught by well trained support assistants, whose teaching, like that of other staff, is closely monitored in each lesson by the English co-ordinator. The quality of lessons taught by the assistants matched those of the teaching staff. The school is aware that continuing careful monitoring will be necessary to ensure that pupils learning alongside others who are much younger or older than them do not miss out on any of the age-appropriate learning experiences in English which they are

entitled to. For example, this could be judged through monitoring the selection of fiction and non-fiction books, poetry and drama they meet.

- 82 The Success for All programme is offering pupils a very good range of speaking, listening, reading and writing opportunities, with clear plans in place for the whole school year. Observations show that it offers enriching experiences in each lesson, and is exceptionally successful in building pupils' social and moral development. However, the programme does not include the use of information technology, although it places great emphasis on pupils creating their own stories, plays and books. The school is aware that there are excellent opportunities to adapt the very good teaching strategies they have acquired in English lessons for use in the school's information technology lessons. They are beginning to consider how this could enable the pupils to produce high quality web pages and desktop published books, including bilingual books to be shared with the wider local community. Although English lessons include some library visits, the lack of a good library and a related teaching programme in school is holding back pupils' progress in non-fiction reading skills and in widening their reading range.
- 83 English is outstandingly well led and managed. The English co-ordinator is a very experienced senior subject specialist who has had extensive training in the United States and England on the management and development of the Success For All programme. She has been remarkably successful in building an enthusiastically committed English teaching team which brings together classroom teachers, learning and support assistants and specialist teachers for English as an additional language. Within a fortnight, the school has achieved an exceptionally high consistency in delivering the programme as it is meant to be delivered. The coordinator shows exceptional skill in the prompt and tactful way she manages the potentially difficult task of actively monitoring lessons in every class as they are taught every day. She retains the enthusiastic support and confidence of her colleagues when she identifies ways in which presentation or support needs to be improved. All the staff involved share a whole school commitment to high expectations and belief in the pupils' ability to succeed. The programme offers a range of effective monitoring and assessment tools which have been directly related to the National Curriculum requirements for English, and these will give high quality feedback on pupils' progress every six weeks. However, the assessment system being used for home reading and monitoring pupils' individual reading activities is not yet effectively meshed into the Success For All system, and teachers are not keeping enough records of pupils' library skills.

- 84 There is a very good range of reading resources and a wide range of visual and other aids to support the reading programme. There are some good software resources, such as talking word processors, to support English, but these are not yet being used effectively. There are too few bilingual resources to boost the progress of pupils learning English as an additional language, such as bilingual word processors, CD-ROMs, dictionaries and reference books. The school is not yet using the immense resources available via the Internet, such as freely downloadable talking books, images and sound clips, to support English teaching.

MATHEMATICS

- 85 By the end of Key Stage 2 attainment in mathematics, evidenced by the National Curriculum Tests results for 1999, is well below the national average when compared to all but broadly in line with similar schools. However, attainment at the higher levels was above the national average. By the end of Key Stage 1 the attainment of pupils, shown by the National Curriculum Tests for 1999, is above the national average for all schools and well above for similar schools. Attainment of pupils at the higher levels is also above national expectations. Evidence from the inspection indicates attainment to be in line at Key Stage 1, but below at Key Stage 2. Teachers' assessments at the end of both key stages underestimate the attainment of pupils and this is due to the relative inexperience of the changing teaching staff. There is a high proportion of pupils who attain at lower levels in the school. This is because of the significant number of pupils with English as an additional language and pupils with learning difficulties. The 1999 results indicate that the attainment of boys was below that of girls at the end of Key Stage 2. There is no evidence to support this from the inspection. There has been an improving trend in attainment between 1996 and 1999. However, the improvement has not been consistent. This reflects the changes in management and teaching staff, which have taken place in the school during that period. The improvement of attainment since the last inspection is good.
- 86 There is a good improvement since the last inspection in the development of pupils' mathematical skills. The school has adopted the National Numeracy Strategy, and this has a beneficial effect on improving the consistency of standards across all classes in both key stages. However, whilst attainment in mathematics has improved there is still insufficient development of investigative skill in mathematics and in the use of information technology to extend the learning of pupils. In Key Stage 1 number and measuring skills are developed consistently across the curriculum in science and geography. Literacy skills are also developed through mathematics by stressing the importance of listening and the use of the correct mathematical vocabulary.
- 87 Pupils by the age of seven make good progress. Pupils can use money in calculations up to £1; can add and subtract numbers up to 100 and multiply numbers by ten. They begin to distinguish weight in terms of heavier and lighter. The higher attaining pupils can double numbers up to 100 and know the names of eight and ten sided shapes. They can estimate and measure capacity using litres.
- 88 Pupils by the age of eleven can add and subtract decimals to one decimal place and use positive and negative numbers. In Year 3, pupils measure using centimetres and pupils are encouraged to estimate and talk about their findings. The higher attaining pupils can draw lines of set length. In Year 4, pupils begin to round numbers to the nearest whole number. In Year 5 pupils begin to recognise equivalent fractions and the majority of pupils understand that $\frac{6}{10}$ is equivalent to $\frac{3}{5}$. In Year 6 pupils can use mixed fractions satisfactorily. They can calculate an area of a regular shape using a formula. They understand mode and mean averages. The higher attaining

pupils and multiply and divide numbers using two decimal places; can measure confidently using metres, kilometres, ounces and grams. They measure angles up to 360 degrees and use the correct names for different types of triangles. They can measure the perimeter and area of irregular shapes and calculate the radius, diameter and area of a circle. They effectively use co-ordinates to plot data on a graph. Pupils with special educational needs make good progress towards the targets set in their individual education plans in mathematics. These pupils are fully included in lessons.

- 89 The behaviour and motivation of pupils in lessons is good. Pupils are polite, show consideration for each other and respond very well to the demands made by their teachers. Pupils work at a satisfactory pace, which is sometimes hampered by insufficient skills in English language. This can particularly effect the pace of mental maths activities. The presentation of pupils' work is satisfactory. At its best, it is clearly written and appropriate use is made of rulers to draw shapes. However, often it is untidy with a lack of precision. Although there is difficult behaviour from some boys in Key Stage 2 they respond well to management by their teachers.
- 90 Teaching is good. Over 75 per cent of the teaching is good with 33 per cent very good or better. No unsatisfactory teaching was seen during the inspection. Whilst there is some excellent teaching in Key Stage 1 overall there is no significant difference in the quality of teaching in either key stage. Relationships between teachers and pupils are good and contribute to the calm orderly atmosphere in which pupils learn. There is a good emphasis on pupils being successful in what they do and this coupled with very good management of pupils enables pupils to feel comfortable in their learning. There is a shared commitment among all staff to succeed, - teachers and classroom assistants- and this is communicated well to pupils. Lessons are well structured and follow the National Numeracy Strategy. This helps to create interest for pupils. Very good attention is paid to the development of language through mathematics. Assessment is very well used to track the development of pupils over long periods and weekly assessment records allow pupils to be monitored for attainment and coverage of the curriculum. This is a very good improvement since the last inspection. However, the management of time is not sufficiently used to challenge all pupils. In mental maths lessons, the pace is often slow because the teacher works to the slowest pupils and the large single block of time allocated to mathematics does not always allow the full engagement of pupils. Whilst planning for the more able pupils is well targeted there is not enough planning or evaluation of teaching strategies to meet the very wide range of learning needs of all pupils. Whilst higher attaining pupils complete work set, many lower attaining pupils fail to do so. This results in insufficient challenge for lower attaining pupils.
- 91 The co-ordination of mathematics is good. There is a consistent approach and a shared commitment to succeed by all teachers. Regular assessment and monitoring of pupils' performance are very good. Good use is made of this assessment data to improve the learning of pupils on a day-to-day and long-term basis. Good use is made of the optional national tests at Year 4 and Year 5 to provide information on which teachers can base pupils' learning. Pupils' work in maths is compared across year groups so that teachers can agree standards matched to national expectations. The assessments up to Year 5 indicate that the school has addressed any large-scale differences in attainment between boys and girls. The co-ordinator is new to the post and recognises the need to improve attainment. The plans for the development of the subject are good, appropriate, and additional support and guidance has been sought to support teaching. The monitoring of teaching is underdeveloped. The development of investigations in maths is also underdeveloped,

as is the use of information technology to extend pupils in their learning.

92 Improvement since the last inspection is good.

SCIENCE

93 The 1999 teacher assessments for science show that at the end of Key Stage 1 standards were about average at the expected Level 2. However no pupils attained higher levels making them well below the national expectation. At Key Stage 2 standards were well below average when compared with similar schools.

94 Unpublished school data for the year 2000 suggests that similar standards have been maintained at Key Stage 1. At Key Stage 2 standards have improved significantly to meet the 1999 national average. Standards of work seen during the inspection covering life processes, materials and forces are broadly in line with those expected at both key stages. By the end of Key Stage 1 pupils know the difference between living and non-living things. They know some parts of a plant, root stem and leaf and understand that there are similarities and differences between living things. They know that some materials are natural and others are man-made, and that changes can take place when they are subjected to 'pushing' and 'pulling' forces. Pupils recognise electrical appliances used in the home, and construct simple electrical circuits. By the end of Key Stage 2 pupils have a sound knowledge of how the human body works. They investigate growing conditions of plants to see which are most successful. Pupils separate materials by filtration and conduct tests to find out which dissolve in water. At both key stages there are too few opportunities for investigative science at an appropriate level. Older pupils for example do not plan their own investigations or choose other methods of recording or presenting their work. Information technology is not used sufficiently because of a lack of appropriate software and other resources such as sensor equipment. The school has rightly identified areas for development in planning for assessment and in promoting better use of scientific language when recording work. Action to address these areas has already been taken. For example the school has adapted recent national guidelines for science as a basis for their scheme of work. Clearer assessment arrangements are in place and extra science lessons have been arranged in order to boost standards.

95 Pupils for whom English is an additional language are supported well. The school is sensitive to the particular difficulties some pupils have and there are plans to produce worksheets and information in dual language format. Pupils who are on the school's register of special educational needs have the help of classroom assistants as well as appropriate levels of work. They make good progress in relation to the targets set for them.

- 96 The quality of teaching and learning is good overall. Some outstanding teaching was seen during the inspection. No unsatisfactory teaching was seen. This is similar to the findings of the previous inspection. In the most effective lessons, the teacher's preparation is thorough. Pupils are told what they are expected to learn during the lesson so this sets targets for achievement. Teaching is clear and brisk, focusing only on the objectives set for learning. Excellent presentation and use of voice ensures that pupils are fully attentive. The teachers' enthusiastic approach captures pupils' imagination and makes learning exciting for them. Use of time is excellent so that the planned objectives for learning are met during the lesson. This gives pupils the satisfaction of having completed the task. All teachers manage pupils very well and maintain order because of the very good relationships established and the clear expectation they have of pupils. Work is well prepared and teachers take care to set work at an appropriate level. Teachers choose interesting tasks for pupils which increases their motivation. For example pupils were given the opportunity to work independently on a range of activities linked to their learning about the human skeleton. They enjoyed the shared work and sustained their concentration for a considerable time.
- 97 The subject is effectively managed by the co-ordinator who has overseen the recent improvements in the subject. She has also been instrumental in establishing the science garden containing a wide variety of plants and shrubs and also the 'ecology room' where pupils can observe, for example, the development of frogs or work on environmental projects. Through the recent provision of booster classes the co-ordinator has effectively raised the profile of science throughout the school.

ART

- 98 The last inspection reported that art was broadly in line with national expectations for pupils at age seven and eleven. The present inspection finds that this position has been maintained. Only two lessons were observed but art-work and display were scrutinised, pupils were interviewed and the coordination of the subject was discussed with the responsible teacher.
- 99 Children in the foundation year are given a wide range of experience so that in Year 1 they are able to draw skeletons using white chalk on a black ground whilst pupils in Year 2 use chalk and paint to produce self portraits which are displayed with a "Newspaper cutting " of a review about the work from The Tate Modern. Pupils in Year 6 have produced some good portrait work in the style of Seurat but adopting a black and white medium at the same time. Pupils throughout the school have benefited from participation in work set up by visiting artists. This work not only developed skills in art but also required pupils to work on a cooperative basis. Through such schemes pupils have had experience of murals, sculptures, 3 dimensional plaque work, batik, printing and mosaics. They have had first hand involvement in the design and make of the school crocodile and good displays of photographs show that they have looked at architecture and design in the locality.
- 100 Both the lessons that were observed were very good although in both cases attainment was judged to be satisfactory. In a Year 6 lesson the teacher captured interest with good questions and a well prepared synopsis of the lesson. Pupils readily contributed ideas and this very good start ensured interest and application when the task began. Pupils were shown how to make an enlargement and were given the task of drawing themselves using the style of Magritte. The second lesson with pupils in Year 1 also had a very good introduction with the result that these pupils were also very keen to engage in the practical activity, which was to employ what they

had learned about line and tone in drawing a portrait. In both lessons the teacher produced a fast and lively pace and pupils were made aware of the time constraints under which they were operating. Scrutiny shows that pupils have sketchbooks. These books do not appear to be used as effectively as they might be in that are used irregularly and so there is too little content. The book does not move through the years with the pupil – a new book is issued each year – which means that an opportunity to reflect on past experiences is lost.

- 101 The response of pupils was good. They were actively engaged in their work and used materials and equipment sensibly. In both lessons they made good progress. In conversation all pupils expressed an enjoyment of the subject.
- 102 The coordinator is new to the post this term but is very well qualified for the job. She has clear plans for the future and her priorities are sound. There is a need to devise a system for recording the attainments of pupils and for providing staff with guidance on judging quality and effectiveness of the work of individual pupils. Resources are effectively distributed and are readily accessible.

DESIGN AND TECHNOLOGY

- 103 Due to the curriculum planning cycle only two lessons could be observed during the inspection and these were in the area of food technology. Taking into account examples of models and photographs of previous work, all pupils, including those with special educational needs, make satisfactory progress in both key stages and achieve standards in line with those expected nationally.
- 104 Year 1 pupils think about hygiene when working with food. They wear aprons and hairnets and wash their hands before handling fruit and vegetables. They understand the importance of cleanliness and enjoy taking part in a little play when the teacher makes a series of deliberate mistakes which help them realise the importance of cleanliness. Year 2 also work with food, tasting a selection of breads and sandwich fillings and recording their likes and dislikes on a chart. In both lessons teachers stress the correct use of language making a valuable contribution to the pupils literacy development. Year 2 produce three-dimensional pictures and design and make wooden frames to hold the finished product. They decorate the frames with shells.
- 105 The whole school was involved in the design of the outdoor play equipment recently completed. The architect kindly worked with the school and agreed to use their chosen design when making the apparatus. Again, during the school's science week, all pupils were involved in the school challenge. Pupils had to design and make a structure that would hold and protect an egg as it was dropped from a height of one metre. Year 6 design and make slippers paying particular attention to stitching and insulation. They list toys which rely on a power source to work the moving parts and draw and make different circuits that could be used in toys.
- 106 Pupils display positive attitudes towards this subject. They listen well and settle to their tasks with interest and enthusiasm. Many becoming fully involved in what they are doing and are reluctant to stop. They are well behaved and relationships amongst them and with their teachers are very good. They cooperate well together sharing resources and ideas. They enjoy talking about their work and are appreciative of the work of others. They clear up well at the end of lessons.
- 107 The teaching of the subject in the lessons seen was good in one and very good in the other. The teachers were very confident in teaching the subject and had very good

rapport with pupils making them eager to join in the activity with enthusiasm. Lessons move with good pace, which helps sustain the pupils' interest and concentration. Assistance for support staff and parents is very well organised, all adults knowing what is expected of them to help the smooth running of the lesson.

- 108 The co-ordinator has been in charge of the subject for a year and has worked hard to raise the importance of the subject. The school has adopted the nationally recommended guidance for this subject. New resources have recently been purchased, are well stored and carefully used by staff and pupils. A written report is provided for parents each year but there is no system of assessment in place though teachers use ongoing assessment to plan their lessons. Overall there has been considerable improvement in this subject since the previous inspection.

GEOGRAPHY

- 109 During the inspection it was only possible to observe one lesson in Key Stage 1 and two lessons in Key Stage 2. When making judgements account was also taken of teachers' planning, an analysis of work from the previous school year in pupils' books and displays throughout the school. The previous inspection reported pupils' achievement in both key stages to be below those expected nationally. However inspection evidence indicates that pupils in both key stages now reach national expectations.
- 110 By the age of seven, pupils know which countries make up the British Isles. They study a treasure map and use simple coordinates to find the treasure. During the lesson observed, pupils learned how land is used in different ways and why certain animals are kept according to the type of land available. They understand the cycle of the farmer's year incorporating planting and harvest. Pupils know that the type of farming can influence the look of the landscape. Year 2 pupils study the water cycle. They make a useful link with literacy, writing "The story of a drop of water" in the first person. Pupils study the weather and take a particular interest in observing daily changes in the weather in their own area, recording their observations appropriately. They know the seasons of the year bring different weather conditions.
- 111 In Key Stage 2, Year 4 pupils carry out a survey of journeys to school translating their findings into graph form, making a link with their mathematics. The older pupils in Key Stage 2 develop their early work and are becoming more independent in their thinking and planning. Pupils study climates of the world. They know the five major climatic regions of the world and can identify them on a world map. They compare the different rainfall figures and temperatures of cities in other parts of the world, comparing summer and winter temperatures. Pupils study the Inuit people and make detailed records of facts they learn from a video of their way of life. Pupils also compare their own area with that of Sedburgh near The Lake District in North West England. Year 5 pupils make a study of the river Rhone. They also study India, developing their enquiry skills and starting with two questions. "What we already know and what we would like to know?"
- 112 Most pupils in both key stages make good progress in their learning but in a Year 5 lesson pupils found the geographical language difficult to understand and their progress was unsatisfactory. Pupils with special educational needs make good progress and are well supported by teachers and support staff.
- 113 Pupils work very well with each other and this was particularly noticeable in a Year 2 lesson. observed during the inspection. The majority of pupils in the Year 6 lesson

observed worked quickly and quietly as directed by the teacher and were prepared to help each other when working in small groups. However there are still a few pupils in upper Key Stage 2 who find cooperation with their teachers and other classmates difficult. In Year 6 they were very well managed according to the school's behaviour policy and were not allowed to disrupt other pupils' work.

- 114 In two of the three lessons seen during the inspection the teaching was good but in the other it was unsatisfactory. This indicates an improvement since the last inspection. Teachers use the school's strategies very well to control pupils and provide a calm working atmosphere in the classroom. The majority of pupils react very positively to this. In the last lesson of the day where unsatisfactory teaching was observed, although the teacher had controlled the class well throughout the day, a few pupils found the effort of sustaining their concentration difficult and this made progress in their learning unsatisfactory.
- 115 Due to staff changes there is no coordinator for geography at the moment but the deputy headteacher has taken temporary charge of the subject. The scheme of work has recently been reviewed. Resources are now satisfactory, well stored and readily available. Pupils use them with care. This is a further improvement since the last inspection. The school needs to develop the use of information and communication technology in this subject.

HISTORY

- 116 The attainment of pupils in history is in line with national expectations at the end of both key stages. This is an improvement since the last inspection.
- 117 Pupils, by the age of seven, can distinguish between old and new artefacts and can chart their family history through two generations. They recognise the portraits of Tudor monarchs and can arrange them on a time line.
- 118 Pupils can, by the age of eleven, make comparison between living in Britain in Victorian times and the present day. They can use a timeline to plot events over a relatively short space of time. They understand that different groups of people had different standards of living during the period. They can investigate evidence relating to factory conditions in Britain during the 19th century. In Year 5 pupils understand the idea of religious leadership among the Aztecs and know that their beliefs, whilst different from those of today, were an important part of everyday life. In Year 4 pupils know the succession of Tudor monarchs and understand how voyages of discovery to other parts of the world were made by sailors during that period. In Year 3 pupils know about the stories and festivals of Ancient Greece.
- 119 Pupils in Key Stage 1 are well motivated and well behaved. They respond well to the demands made upon them by their teachers. On a visit to a local park and manor house pupils are very well behaved and eager to learn about how to distinguish old and new objects by noticing fungus and lichen on walls, wear in brickwork and the absence of chimneys on buildings. In Key Stage 2, the presentation of work is unsatisfactory, with many pieces of work unfinished. The writing skills of the middle to low attainers are insufficiently developed. Written work is imprecise and there is inappropriate use of capital letters with common words spelt incorrectly. Pupils with special educational needs and those with English as an additional language are insufficiently challenged. This remains an issue from the previous inspection, although the behaviour of pupils has now improved and does not hinder the progress of others.

- 120 Teaching is satisfactory. It is good in Key Stage 1 and satisfactory in Key Stage 2. In Key Stage 1 teaching is supported by good subject knowledge and very good classroom management and control. Teachers have a pleasant but firm control of pupils, which allows pupils to explore ideas and artefacts with confidence. From teachers planning in Key Stage 2, there is appropriate coverage of the national curriculum, with appropriate development of chronology and use of evidence. CD-ROMs are used to research information on the First World War. There are limited opportunities for extended writing in history and research activities given for homework are unsatisfactorily structured, so that pupils present copied and photocopied work.
- 121 Coverage of the national curriculum is ensured and the co-ordinator organises the resources well. Teachers are well briefed in terms of expectations about coverage and in delivering the curriculum content in mixed age classes. Improvement has been good since the last inspection. Good use is made of visits to local museums and the local library service is well used to borrow Victorian artefacts and books. However assessment is not used to raise standards of attainment; research skills are under developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 122 The last inspection reported that achievement in information and communications technology overall matched national expectations. However it noted that many pupils did not cover required elements, such as use of databases or acquire the expected skills. Over the last two years, the school has had major staffing changes and this has resulted in a lack of continuity in co-ordination of the subject. Technical problems with hardware affected the availability of information and communication technology facilities for many pupils over a long period of time. Attainment at both key stages is currently below national expectations in all aspects of the subject. Many pupils have had only intermittent access to computers other than for keyboard skills practice over the last year, and some older pupils are not yet able to save and manage files independently. Pupils aged 5-7 recognise icons and launch programs. They know some key terms for computing equipment, such as space bar and monitor. Pupils aged 7-11 use a word processor to edit sentences, access web pages and use search engines, but do not know the rules of safe internet use. Pupils with language difficulties use a touch typing programme to improve their knowledge of spelling and letter combinations. In the week of the inspection pupils at both key stages were being introduced to the names of key computer components, such as CD-ROM drives. Older pupils were using word processing programs to change font sizes. They learnt to sort simple databases and explore web sites.

- 123 Most pupils are enthusiastic about learning about computers, although some of those who have had little regular teaching in the last year do not feel confident. Pupils at both key stages are not making enough progress because they have not yet had enough information and communications technology experience. Pupils with very low language achievement are making less progress than they should because they are not being given enough opportunities to use the most helpful software, such as talking word processors. Pupils with English as an additional language make satisfactory progress compared with their classmates. They are not making as much progress as they could because the school does not have multi-lingual information and communications technology facilities and the staff who support them do not have the information and communications technology resources they need to produce simplified and translated learning materials.
- 124 The quality of teaching in the inspection week was affected by the very recent commissioning of a long delayed network system, with which teachers were barely familiar. Good and satisfactory teaching was seen where teachers enthusiastically introduced pupils to carefully prepared age-appropriate tasks, such as sorting a simple database or using a search engine to follow a prepared route of questions to ask and pages to visit. Unsuccessful teaching was seen where teachers expected pupils to read text which was too difficult for them, set tasks which used time and software inefficiently or gave pupils too little guidance to understand their task. Most teachers have not yet had enough training to develop appropriate activities for pupils with low language achievement in a networked computer room. They have not had enough opportunity to develop familiarity with the good range of software which is now available on the school's network system. Where teaching is less satisfactory, teachers do not yet draw on the very successful techniques they use in literacy teaching, where they break complex tasks into simple steps. They give pupils too many instructions in rapid succession and do not provide enough visual aids to help pupils remember them. The school does not yet use an agreed common assessment system for information and communications technology and this makes it difficult for teachers to evaluate the effectiveness of their teaching.
- 125 At the time of the inspection the school had just appointed an enthusiastic and committed co-ordinator, who had already identified key priorities for developing staff expertise. The very recently appointed co-ordinator for English as an additional language has very good knowledge about computers and has led an international internet-based research project. The co-ordinator has drafted a good action plan and is well supported by the school senior management with a shared sense of purpose in seeking to achieve rapid and dramatic improvement. There is now a computer suite equipped with software to deliver most National Curriculum requirements. There is also a computer and printer with appropriate software in each classroom, although these are not networked. The school is aware of the need to adopt a responsible internet use policy as a matter of urgency, and to improve the layout of its information and communications technology facilities to conform with health and safety recommendations on the siting of computers. The school has recently acquired excellent software to support strategic whole school assessment. However, there are no information and communications facilities in the support room for English as an additional language. The lack of appropriate multi-lingual word processors for pupils and staff, and of CD-ROMs and video materials in the pupils' home languages limit the ability of the specialist staff to support their learning, for example through producing simplified versions of study materials used in class. The newly appointed co-ordinator has identified excellent ways in which these facilities, combined with digital imaging and audio equipment, could be used to produce bilingual resources for classroom and home use and to help parents work with their children. She is aware

that the school could produce such resources as talking web pages which would help pupils and parents better understand topics the classes study and enable the pupils to demonstrate their understanding. She has identified an exciting strategy to increase the number of much-needed volunteer community interpreters and translators by providing internet-café style access to computers with multilingual software and audio capabilities. The school senior management team is keen to enable the English and information communications technology co-ordinators to work together to develop the excellent teaching and community support approaches being used in the Success For All literacy programme as a way of achieving equally dramatic improvement in information and communications technology achievement for all the pupils in the school.

MUSIC

- 126 The previous inspection report found several areas for concern with this aspect. The attainment of pupils was below expectations at the end of both key stages, there was no coordinator for the subject and teaching was unsatisfactory. Since that time the school has made a good improvement. The attainment of pupils at the end of both key stages is now in line with what might be expected. Teaching is good and pupils are making good progress. There is now a coordinator for the subject. There has been a much stronger focus on music and the school currently provides music teaching through two music specialists. The present arrangements mean that with good teaching and learning pupils are making good progress. Improvement in levels of attainment requires more time to reflect the good teaching seen at present.
- 127 Pupils in Year 2 can listen to a piece of music and identify the rhythms played by the various instruments. They use percussion instruments to reproduce sounds which are identified through non standard notation and can identify feelings that a piece of music evokes. In Year 3 pupils identify the different phrases in a nursery rhyme and can distinguish between high and low pitched notes. Year 4 pupils are able to play instruments including the piano in such a way as to evoke different moods. Pupils in Year 6 are able to analyse and reproduce a piece of percussion with four elements and are able to reproduce that effectively. Assembly provides opportunities for pupils to listen to live music and during the inspection their positive response to some excellent recorder and sax playing was noted. Pupils also have been given the opportunity to listen to music from different cultures and to see and hear orchestral music in concert hall surroundings.
- 128 The quality of teaching is good. This is chiefly due to the expertise of the two teachers who have the responsibility for teaching the subject throughout the school. Lessons are planned well and carried through at a good pace. At all times the teacher is able to use appropriate vocabulary and to make good evaluations of what the pupils are doing in response. Because of their knowledge and understanding of the subject the teachers are able to set demanding yet realistic targets and objectives for each lesson. Pupils respond well to the lessons and they make good progress because they are given opportunities to play and sing and they are able to do this freely, knowing that their efforts will be valued. A common feature of the lessons was that pupils were left with a sense of having achieved something at the end.
- 129 The subject is now well led. It is well-resourced and the dedicated music room is a great asset. The subject makes a good contribution to the spiritual, moral, social and cultural development of the pupils and to the ethos of the school in general. There has been a significant improvement since the last inspection.

PHYSICAL EDUCATION

- 130 Standards of attainment in physical education are much improved since the last inspection and are now judged to be satisfactory at the end of both key stages. Pupils make good progress in their learning and in half the lessons observed it was good or better. Pupils with special educational needs also make good progress and are given good support by their teachers.
- 131 In all classes pupils carry out appropriate warm up and cool down exercises at the beginning and end of each lesson and know the reason for doing so. Year 2 pupils learn how to throw and catch balls, using different passing movements and eventually take part in games with small groups when they practice their new skills.
- 132 In Key Stage 2, Year 4 pupils explore movement and balance and identify parts of their body capable of bearing weight for balance. They build on these balances and devise a sequence of movements. Year 5 pupils develop and practice bouncing skills for use in basket ball games. Year 6 pupils learn to control balls with bats. They reach their targets of ten hits without stopping and several pupils manage twenty by the end of the lesson. They eventually work in small groups to invent simple games to practice their skills.
- 133 The school is fortunate to have the use of an excellent local swimming pool. In the three lessons observed there, pupils were seen to be very keen and enthusiastic. Younger pupils are becoming more confident in the water and over half of Year 6 pupils swim with good style. Very good support is given by parents who regularly come into school and help to take pupils to the swimming pool. All the staff welcome their help and enthusiasm.
- 134 Pupils are keen to do well in their physical education lessons. They try hard to improve their performance when working as individuals or in pairs and groups. They are prepared to watch other pupils and learn from them. Whole classes applaud when one of their number does well.
- 135 The quality of teaching is good. Teaching at the swimming lessons, provided by specialist swimming instructors, was very good. Teachers plan very effectively for the subject with appropriate learning objectives identified. They have good control of pupils; high expectations of behaviour and lessons develop in a friendly atmosphere. Teachers have established good routines. Pupils change quickly and quietly without fuss and lessons move with good pace. Teachers are well aware of safety issues and care is taken to keep pupils safe at all times.
- 136 Due to recent staff changes there is no coordinator for the subject at the moment but the headteacher oversees development of the subject and an enthusiastic teacher is due to take over the responsibility in January 2001. The play centre attached to the school organises football matches and enters the local rally. Canoeing is available and the school provides an opportunity for pupils to spend a week in the Isle of Wight where a variety of outdoor pursuits are available to pupils. One boy described the week as the best experience of his life. The school is working to improve the provision for teaching dance as part of the physical education programme.
- 137 The school has good indoor accommodation. There are two halls with excellent floors, which are kept very clean, allowing pupils to work in bare feet if required. The outdoor playground surface, although uneven and sloping, does not stop the school from carrying out a full programme of activities. The school makes good use of the

local park for the annual sports day. Resources satisfactorily support the teaching of the curriculum. They are accessible and well organised.

RELIGIOUS EDUCATION

- 138 Standards attained in religious education have improved significantly since the previous inspection. They are now in line with the expectations of the locally agreed syllabus at the end of both key stages.
- 139 By the end of Key Stage 1 pupils know about the Old and the New Testament of the bible and of the importance of other holy writing such as the Torah. They learn about the significance of light, as a symbol in Christian worship, linking this with the story of creation. Pupils reflect on the importance of rules and how these affect people's lives, particularly those with a strong commitment to a particular belief.
- 140 By the end of Key Stage 2, pupils have a wider knowledge of other faith cultures. They examine traditions of beliefs for example of Sikhism, Christianity, and the Muslim faith. They ask fundamental questions about what their faith means to them in their daily lives and express their own views clearly and honestly in writing.
- 141 The quality of teaching is good. Teachers plan lessons very carefully, with clear learning targets for the pupils. Consequently teaching is clear and precise. Methods are used which encourage pupils to be more attentive and interested. In a Year 1 lesson, for example, the teacher's story telling skills were excellent and the children were enthralled with the story of Sita and Rama, when learning about the origins of Diwali. Teachers use artefacts such as a Sikh Kesh or the Torah scrolls to add interest to the lesson. Artefacts were used very well in a Year 2 lesson about Judaism. As a result pupils gained good insights into and knowledge of the celebration of Shabbat. Pupils' work is given a high profile in displays around the school. This encourages a good response from pupils who try hard to produce their best work. Behaviour in lessons is very good and at times excellent. Teachers are sensitive to the children's own religious and cultural experiences and encourage frank and open discussion about values and beliefs. Pupils in the Year 5 lesson enjoyed finding out about Islam from the two visitors invited in by the teacher. Pupils posed relevant questions and discussed afterwards what they found out. This was a good strategy which had a positive impact on pupils' learning.
- 142 The subject is effectively managed by the co-ordinator who was recently appointed to the post. The scheme of work has been reviewed and is now implemented. It is supportive of teachers' planning and meets necessary requirements. Pupils' work is monitored to ensure standards are maintained and assessment arrangements are being piloted in conjunction with the new scheme. Parents are very supportive of the school's approach to the teaching of religious education and frequently offer their help for example to explain the practices of their own faith.