

# INSPECTION REPORT

## **MONTEM PRIMARY SCHOOL**

Hornsey, London

LEA area: Islington

Unique reference number: 131218

Headteacher: Ms Susan Seifert

Reporting inspector: Mr John Heap  
18824

Dates of inspection: 30 October – 3 November 2000

Inspection number: 224867

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hornsey Road London
Postcode:	N7 7QT
Telephone number:	020 7272 6556
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Appropriate authority:	The Governing Body
Name of chair of governors:	Kate Reynolds
Date of previous inspection:	6 July 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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J Heap 18824	Registered inspector	Art Geography	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed?
R Gee 9932	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
S Gerred 23385	Team inspector	Under fives English	
D Benstock 20243	Team inspector	Science Design and technology	
T N Allen 31218	Team inspector	Special educational needs Information technology History Religious education	
A Maula 8696	Team inspector	English as an additional language Mathematics Physical education	
M Duggan 30075	Team inspector	Equal opportunities Music	How good are the curricular and other opportunities offered to pupils?

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Inspection Quality Division  
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Montem is a primary school that caters for pupils between the ages of three and eleven. It is situated in the Islington area of London, which is about two miles from the centre of the city. The premises also house the offices of the North Islington Education Action Zone to which the school belongs. There are 319 pupils on the roll of the main school: 156 boys and 163 girls. This is bigger than the average sized primary school in England. The roll has remained steady in the years since the previous inspection in 1998. Pupils arrive at school reflecting the full range of attainment levels, but overall attainment on entry is below average. Pupils are organised into 14 classes, all of which have a single age group of pupils. The pupils come from a large, inner-city catchment area which has a broad social mix. Census information and more contemporary local research suggests that there are significant signs of deprivation. Housing ranges from local authority estates to private individual dwellings. It is also an area which is increasingly mobile: for example in January 2000, about a quarter of Year 6 moved in and out. This is three-times the local average. About one-third of pupils are white; one-third are black, from African and Caribbean heritages. A further third come from a variety of ethnic heritages, including refugees from Eastern Europe. 160 pupils (43 per cent) have a first language other than English (EAL), which is a very high figure. There are 209 pupils (65.5 per cent) entitled to free school meals: this is more than treble the national average.

The 52-place nursery is fully subscribed and caters for 29 boys and 23 girls. Children enter the nursery at the age of three and a half years, and the children in the most recent intake have low scores on the English, mathematics and social skills indicators.

There are 68 pupils (18.3%) on the register of special educational needs; 43 have moderate learning difficulty, 23 have emotional and behavioural difficulties and there are ten with medical/health problems. This is below the national average. The number of pupils on stages 3 to 5 of the special educational needs register is 34. Eight pupils (2.2%) have a Statement of Special Educational Need, which is above the national average.

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

This is an improving school that has developed very well in the last two years and now has some significant strengths. Although pupils enter the school with low attainment, they make good progress whilst at the school and reach national expectations at the end of Key Stage 2. Pupils make good progress through the school. The quality of teaching is good overall, with particular strengths in the under fives and Key Stage 2. Overall, the leadership and management of the school is good. Given the high costs per pupil the school provides satisfactory value for money.

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

- The quality of teaching is good in under fives and Key Stage 2.
- Pupils' attitudes, behaviour and personal development are good.
- Leadership and management are good.
- The curriculum for the under fives is good.
- The provision for pupils with special educational needs is good.
- The strategies for teaching literacy and numeracy are good and standards are being raised.
- The provision for moral, social and cultural development is very good.
- The school has successful procedures to promote good behaviour and limit oppressive behaviour.
- Parents have positive views of the school, because of the good quality links and information provided.

### What could be improved

- Assessment procedures and the use of information gained from assessment are unsatisfactory, particularly at Key Stage 1.
- The support for EAL pupils is unsatisfactory because the level of support does not match the needs of pupils.
- Attendance and punctuality rates are unsatisfactory.
- Overall, the level of monitoring of teaching is unsatisfactory.

*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 July 1998 when it was judged to have serious weaknesses. It now provides a satisfactory standard of education. Since the last inspection there have been significant improvements in:

- standards;
- curriculum;
- staffing;
- moral, social and cultural development;
- management;
- teaching;
- information technology

In addition, there have been satisfactory improvements in:

- the procedures for assessment, although there are improvements still to be made;
- equal opportunities;
- health and safety.

Progress has been more limited in the monitoring of teaching, but the work of the deputy head in relation to literacy has been useful and rigorous. Furthermore, provision for EAL pupils has been limited by overall lack of funding.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	D	C	A
mathematics	E*	E	B	A*
science	E*	E	B	A

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

very low                E

At Key Stage 2, standards are improving significantly, most particularly since the very low point in 1998. This is most strikingly illustrated in the 2000 results for English, mathematics and science. Compared to all schools, results were average in English and above average in mathematics and science. Even more impressive are the comparisons with schools that have similar proportions of free school meals. In mathematics, the results are very high (in the top five per cent of similar schools) and are well above average in English and science. The trend in results since 1998 is below the national average, but this has much to do with the very low performance in 1998. Boys outperform girls, but inspection evidence did not provide significant reasons for this.

At Key Stage 1, results are also improving, but more slowly than those at Key Stage 2. Over three years, results in reading and writing are well below average and below average in mathematics. The results in

2000 showed an improved picture. Standards compared to all schools were below average in reading and mathematics and well below average in reading. The picture is much more positive when compared to similar schools, with results well above average in writing and above average in reading and mathematics. Girls are outperforming boys in reading, writing and mathematics. There were no obvious reasons for this in the inspection evidence

## WORK SEEN DURING THE INSPECTION

In general, standards across the school are in line with those expected nationally. This is true in English, mathematics, science, information technology and religious education. In other subjects, standards are in line with expectations at ages seven and 11 in design and technology, geography, history, physical education and religious education. Standards in art are in line with expectations at seven years of age and below expectations at 11 years. In music, there was insufficient evidence to judge standards at age seven, but standards are above expectations at age 11. Standards in swimming are below expectations.

In the Foundation Stage, children begin nursery with poorly developed skills in communication, language and literacy, mathematics and social skills. By the age of five, most children do not reach the early learning goals in these same areas despite the good teaching and learning going on. A significant reason for this is the absence of specialist support for EAL children.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to attend; eager and enthusiastic in lessons.
Behaviour, in and out of classrooms	Good. Most pupils are well behaved. There is a cooperative way of playing at break and lunch-times. There have been no exclusions in the last year.
Personal development and relationships	Good. Pupils show respect for one another and take responsibility willingly. A particular strength is the extent of racial harmony in this multi-ethnic school.
Attendance	Unsatisfactory – a similar picture to the last inspection. Lateness is a problem, particularly in Key Stage 1. Registration is effective, and lessons start and end on time.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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 the foundation stage is good. In Key Stage 1, the quality of teaching in English and mathematics is satisfactory. In Key Stage 2, the quality of teaching in English and mathematics is good. Marking gives satisfactory guidance in Key Stage 2, but it is less helpful in Key Stage 1.

The teaching of pupils with special educational needs and EAL is good. However, the support for pupils with EAL occurs for only part of the year and is therefore unsatisfactory overall and results in these pupils making less progress in their learning than they ought.

One hundred per cent of lessons were satisfactory or better. Thirteen per cent were very good.

Children in the foundation stage learn well. They enter the school with basic weaknesses in the way that they express their knowledge and the good teaching helps them to make good progress. In Key Stages 1 and 2, pupils learn their basic skills and knowledge well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the	Good in the under fives. Satisfactory in Key Stage 1 and 2. Policies and

curriculum	schemes of work are in place for all subjects. Statutory requirements are met for all subjects.
Provision for pupils with special educational needs	Good. Pupils have equal access to the full curriculum. Individual education plans are satisfactory and regularly reviewed. Links with parents are good. The quality of teaching is good. Managed by an extremely able and well-qualified co-ordinator.
Provision for pupils with English as an additional language	Overall, provision is unsatisfactory. The level of support is not sufficient and pupils do not receive this support on a regular basis. However, where support is available from specialist teachers it is effective.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Overall, very good. Particularly strong are the moral, social and cultural strands. Spiritual development is satisfactory and the statutory requirement to provide a daily act of worship is met
How well the school cares for its pupils	Procedures for child protection are good. The monitoring and support of pupils' academic progress and the use of information to guide curricular planning are unsatisfactory. Procedures to promote good behaviour, control oppressive behaviour and monitor pupils' personal development are good.
Relationships with parents	Parents' views of the school are good. Links with parents are effective. The quality of information is good. Parents are increasingly involved in the work of the school and their children's education.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led by a highly competent, caring and experienced headteacher who is developing stability, high expectations and good morale. She is well supported by the senior management team. All have a well-defined and shared commitment to pursue improvements.
How well the governors fulfil their responsibilities	Good. The governing body fulfil their statutory responsibilities and hold senior management to account. The chair is dynamic and has a clear view of the direction that the school needs to take to secure its future.
The school's evaluation of its performance	Overall, satisfactory. Particularly strong in terms of identifying weaknesses and planning to overcome them. Unsatisfactory in the monitoring of teaching; few opportunities for co-ordinators to see practice in their subject throughout the school.
The strategic use of resources	Overall, financial management is good. Educational priorities are appropriately costed and funded. Earmarked funds and grants are appropriately used. The adherence to the principles for achieving value for money in the buying of services and resources is adequate.

Overall, there are good levels of resources for learning and above average accommodation. The building requires constant vigilance because of maintenance difficulties. Staffing is unsatisfactory because the provision for EAL pupils is inadequate.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The approachability of all staff;</li><li>• the expectations of hard work and achievement;</li><li>• leadership and management;</li><li>• the quality of teaching;</li><li>• the help their child is getting to become mature and responsible;</li><li>• behaviour.</li></ul>	<ul style="list-style-type: none"><li>• the range of activities outside lessons;</li><li>• the amount of work to do at home.</li></ul>

Inspectors agree with the positive comments. It was clear at the parents' meeting with inspectors that views about homework ranged from a feeling that there was too much, to those who felt that there was not enough. Inspectors judge the provision of homework and the range of activities outside the school day to be satisfactory.

## **PART B: COMMENTARY**

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

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

1. Standards throughout the school have improved since the last inspection. This is particularly the case with regard to results of national tests at ages seven and eleven.
2. On entry to the nursery, early assessments show that there is a majority of children from homes where English is an additional language and that many of them are at a very early stage of learning English. There are also poor standards in mathematics and social skills. The children are taught well in the nursery, but standards are still below average by the time they move into the reception classes. These below average standards are in communication, language and literacy, mathematics and creative development. Standards in knowledge and understanding of the world and physical development are broadly average.
3. Results in the National Curriculum tests in 2000 for seven-year-olds were below average in reading and well below average in writing and mathematics when compared to all schools. The proportion of pupils achieving the higher than average Level 3 was well below average in reading and average in writing and mathematics. Over the last three years results in reading, writing and mathematics were below the national average. Clearly, the 1999 and 2000 results are an improving picture. Girls are getting better results than boys, particularly in reading and writing.
4. Results in the National Curriculum tests in 2000 for eleven-year-olds were above average for mathematics and science and average in English when compared to all schools. The proportion of pupils attaining the higher than expected Level 5 was close to average in English, well above average in mathematics and above average in science. Over the last three years, results were below average in English, mathematics and science. Boys are outperforming girls, but inspection evidence did not provide significant causes for this. The overall trend in results is below the national one, but there is a clear improvement in 1999 and 2000.
5. The most significant signs of the school's improving standards are illustrated by comparing the results with schools having similar proportion of pupils taking free school meals. In 2000, the results of pupils aged seven were above average in reading and mathematics, and well above average in writing. The results of the 11 year olds were well above the average in English and science and very high (in line with top five per cent of similar schools) in mathematics. The proportion of pupils achieving the higher than expected Level 5 was well above average in English and science and very high in mathematics.
6. The targets set by the school for attainment levels in national tests in 1999 and 2000 were comfortably exceeded. They were too low. The same is true of the teacher assessments that are reported alongside the national test results elsewhere in this report. Weaknesses in the procedures and use of assessment data are partially responsible, but more significantly, there is a general tendency on the part of staff to be cautious in their judging of pupils' attainment because of:
  - above average proportions of EAL pupils;
  - high levels of free school meals;
  - high levels of pupil mobility.
7. In English, the evidence of pupils' work shows that standards are broadly as expected nationally for seven and 11 year olds. In relation to their low levels of attainment on entry to the school, their acquisition of skills, knowledge and understanding in speaking and

listening, reading and writing, by the age of 11, is good. There is little difference, in the attainment of boys and girls, evident in their work.

8. In mathematics, pupils' attainment is broadly in line with national expectations. Pupils up to the age of seven make satisfactory progress in all areas of study and pupils aged eight to eleven make good progress. However, all pupils are developing their attainment in mental mathematics well by the end of both key stages. The progress of EAL pupils in mathematics is patchy because only some of them receive the support needed in the classroom.
9. Attainment in science is broadly in line with national expectations. This is an improvement in standards which is reflected in the national test results. By the age of seven, pupils' knowledge and understanding of living organisms, materials and physical processes are strong, but the development of investigational skills is weak. By the age of 11, these skills, knowledge and understanding are developed well.
10. Standards in information and communication technology are in line with national expectations. This is a satisfactory improvement since the last inspection. By the age of seven, pupils are developing confidence in the storage and retrieval of information and in word processing. By the age of 11, pupils have built on their word processing skills and combine text and graphics in their artwork. Pupils in Year 6 produce a successful multimedia project about the Second World War using pictures, animations, text and sound.
11. In religious education, standards are in line with the expectations of the agreed syllabus. By the age of seven, pupils have a satisfactory knowledge and understanding of several faiths, including Christianity, Judaism and Hinduism. This knowledge and understanding is satisfactorily developed by the age of 11 to include Islam. Pupils have a sound appreciation of the similarities and differences in the various faiths. They use surveys of the rich and diverse places of worship in the locality to deepen their understanding.
12. Standards in literacy and numeracy are satisfactory, enhanced by the effective implementation of the national strategies. Skills, knowledge and understanding in both literacy and numeracy are consolidated and extended by their good use in other subjects such as religious education, history, geography and science.
13. By the age of seven, standards are in line with expectations in art, design and technology and history. Standards achieved are above expectations in physical education. However, there was insufficient evidence to make a secure judgement in geography.
14. By the age of 11, standards are in line with expectations in design and technology, geography and history. They are above expectations in music, but below expectations in art and physical education.
15. Pupils with special educational needs attain standards which are below the national average, but in line with expectations for pupils of similar age and ability, as identified in their individual educational plans. They make good progress due to the good support given to them by their class teachers, the special needs co-ordinator, the special needs teachers and the special needs assistants. In lessons, and in withdrawal groups, they achieve the targets set in their individual education plans. The register indicates the good progress pupils make by the number (31 during the last year), who are taken off it because they no longer need special support. However, as a result of inward mobility new arrivals keep the numbers relatively stable. Standards of attainment throughout the school show a rising trend, reflecting improvements resulting from special needs provision.

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

16. Pupils are happy to be in school, according to the pupils and their parents. Induction arrangements for the under-fives are good; they settle down quickly, forming good relationships with teachers and each other. They demonstrate an ability to work independently, benefitting from the strong emphasis on social and personal development which begins in under-fives and permeates the whole school.
17. Attitudes to learning are good. Most pupils are prepared for a prompt start at the beginning of the school day. They show concentration and enthusiasm in class and respond well to opportunities to participate. Respect is shown for the opinions and feelings of others. Pupils are keen to produce work of a high standard as they know this is expected of them. There are frequent opportunities to share and celebrate work with other pupils.
18. Pupils' behaviour in lessons and around the school is usually good and often very good. This observation is supported by the views of both pupils and parents. There have been no exclusions in the last year. This is a substantial improvement since the previous inspection and much appreciated by parents. No incidents of bullying or aggressive behaviour were seen during the inspection. Pupils report that when these do occur they are handled well by the school. Pupils move in an orderly way around the school and behave well at lunch-time and in the playground. Pupils display a high degree of racial harmony. They are knowledgeable, and respectful of other cultures and religions.
19. Teachers provide very good role models and know their pupils well. The calm and supportive atmosphere enables the development of good personal relationships and tolerance and consideration for others. Pupils are very supportive of each other; a good example of this was seen in a mathematics lesson where a pupil who could speak little English was assisted with her numbers by another. Pupils accept enthusiastically the many opportunities offered to take personal responsibility.
20. Pupils are friendly, polite and courteous to teachers and visiting adults. Pupils with special educational needs and with English as an additional language are well integrated into school life.
21. Attendance is well below the national average and is unsatisfactory. Despite the considerable efforts the school makes in promoting good attendance, a significant minority of parents do not place a high priority on ensuring their children regularly attend school. The local education authority is providing more education welfare resources to increase the work that is done with parents. Unauthorised absence is still well above the national average. Most lessons and the school day begin and end on time. However, poor punctuality is an issue and primarily involves pupils who need to be escorted to school, particularly those in Year 1. The school has appropriate strategies in place to counter this trend.

## HOW WELL ARE PUPILS TAUGHT?

22. Overall, the quality of teaching is good and promotes effective learning in the majority of lessons. Particularly strong is the teaching in the foundation stage and Key Stage 2. Throughout the school the strengths outweigh the weaknesses, with the exception of the teaching to support pupils learning English as an additional language. The overall picture represents a significant improvement on the teaching at the last inspection.
23. In all lessons, teaching was satisfactory or better; 13 per cent of lessons were very good, 41 per cent were good and 46 per cent were satisfactory.
24. Teaching is good in the foundation stage. In 82 per cent of lessons seen the quality of teaching was good and 18 per cent was satisfactory. The strengths in all lessons are:
  - the good relationships between staff and children which reinforce feelings of self-worth and promote co-operation, respect and consideration for others;
  - teachers' secure knowledge and understanding of the early learning goals which means that basic skills are developed well;
  - good day to day judgements of childrens' achievements;
  - effective deployment of support staff;
  - good management of children which provides them with a secure and stable introduction to school.
25. At the time of the inspection there was no individual class specialist support available for the 60 per cent of pupils who come from homes where English is not spoken as a first language. Given that these children are at a very early stage of language development their learning is slower than it ought to be.
26. In Key Stage 1, teaching is satisfactory. In 11 per cent of lessons teaching was very good, 22 per cent were good and 67 per cent satisfactory. In the better lessons the strengths are:
  - the teaching of basic skills which promotes the good acquisition of skills, knowledge and understanding;
  - the management and control of pupils.
27. Teachers have an adequate knowledge and understanding of the subjects they teach and they work hard to plan and prepare lessons. This leads to pupils being interested in the work, concentrating for adequate lengths of time and making suitable effort. Teachers give pupils sufficient opportunities to develop numeracy and literacy skills in different subjects. For example:
  - literacy and numeracy skills are developed together when pupils use their reading skills when working out problems;
  - in history, pupils use time-lines.
28. All work is marked and the best practice places emphasis on what pupils need to do to improve their work further. At present, there are satisfactory assessment practices, but the use of ongoing judgements of pupils' attainment for planning the next stage of learning is unsatisfactory. The school understands that this is a weakness and has identified it appropriately as a priority in the school development plan; the headteacher has taken responsibility for its improvement. Plans are already in place to develop staff expertise and arrange visits to schools with established good practice. The provision of homework has a satisfactory impact on pupils' learning.
29. In Key Stage 2, teaching is good. Very good teaching was seen in 18 per cent of lessons; 37 per cent was good and 45 per cent was satisfactory. In the best lessons, the strengths of the teaching include:

- good questioning strategies that stretch pupils' understanding and knowledge of basic skills. This was amply illustrated in a Year 6 art lesson, where pupils' responses to questioning indicated they were learning well the effects created by different media, such as pencils and charcoal;
  - effective planning provides pupils with interesting tasks that maintain their good concentration and promotes independent thinking. In a Year 6 lesson, the component parts of the numeracy hour are used well to foster quick mental recall and consolidate previous learning before going on to extend their work in pencil and paper exercises. High levels of motivation were observed in this lesson;
  - very good subject knowledge and understanding, particularly in art, mathematics, information and communication technology and science.
30. Across Key Stage 2, the teachers generally have similar strengths, but not the same depth of knowledge and understanding, or the flair, particularly in the quality of questioning. However, there are strengths in the following areas:
- in numeracy lessons; the good pace promotes pupils' motivation and concentration. Work is matched well to pupils' levels of attainment, for instance in a Year 5 lesson on angles, in which higher attainers were given extension work and lower attainers received help from a learning support system;
  - teachers have good knowledge and understanding of various subjects and this helps pupils to have a good knowledge of their own learning. This was well illustrated in religious education lessons in Years 3 and 4. Pupils provide good insights into their previous learning about prayer, places of worship and the festival of Diwali;
  - the teachers are using methods developed in the literacy and numeracy strategies to teach in other subjects. This was amply shown in Year 3 art, and Year 4 information and communication technology lessons where the introduction focused on pupils' previous knowledge and effectively built on this. Furthermore, the end of lessons were also used effectively to recap on learning.
31. Overall, the quality and use of ongoing judgements of pupils' attainments are satisfactory in Key Stage 2; this enables teachers to be stronger in the planning, use of time and resources and expectations than their colleagues in Key Stage 1.
32. Overall, teaching is very good in music, and good in English, mathematics, information and communication technology and art. It is satisfactory in science, design and technology, geography, history and religious education. A significant reason why teaching is satisfactory, and not better, is the lack of individual class specialist support for EAL. This is particularly noticeable in science.
33. A useful marking policy gives teachers guidance on how pupils might improve their work. This includes evaluative commentary and setting targets for the next stage of learning. However, this is not followed consistently throughout the school, particularly at Key Stage 1.
34. Pupils with special educational needs are identified by the class teacher who consults with the special educational needs co-ordinator before they are placed on the register. Every pupil at Stage Two or above is supplied with an individual education plan. Pupils receive good and occasionally excellent teaching by the special educational needs co-ordinator and four qualified teachers in two rooms designated for their use. The special needs teacher has a clear and full agenda for these pupils, tasks are clear and the various activities are designed to give experience, enjoyment and to provide effective learning opportunities. Generally the main focus is the same as the class lesson. Pupils make good progress over time. As an example of progress, one pupil who received literacy support in Year 2 reached the expected level for his age after three terms and was removed from the register. Commercial tests are used to assess pupils'

performance in literacy and track their progress over time. Pupils with statements are well supported in lessons by a special needs assistant. They have very good attitudes to their lessons, and work hard to achieve their targets. They have the same opportunities for taking on responsibilities as the rest of the children in the school.

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

35. The curriculum provides pupils with a sound range of broad, balanced and relevant learning experiences that promote high standards. The school's aim 'to promote a positive and stimulating environment in which children learn' is fostered well by the whole-school programme which provides a good basis for pupils to become life-long learners and caring and useful members of society.
36. Judgements in the previous inspection report identified a number of areas for improvement, including investigations in mathematics and science, and provision for creative and factual writing. All these issues have been addressed thoroughly and successfully. A rigorous review of the curriculum led to the preparation of a framework which contains guidance and structure, and has helped to raise the aspirations and expectations of the whole school community. Extensive staff training for literacy and numeracy has also ensured the effective implementation of these strategies. The curriculum for children who are under five is good and planned well within the areas of learning for children of this age. Personal, social and health education is well promoted throughout the school. Class discussion time is used effectively to promote self-esteem. Sex education and drugs awareness are dealt with in Years 5 and 6 during science lessons and on a regular basis by the school nurse and police respectively, with parental approval. Statutory requirements are met for all subjects.
37. Policies and schemes of work are now in place for all subjects and the school follows the Agreed Syllabus for religious education of another local education authority. It has adopted the planning frameworks of the National Literacy and Numeracy Strategies, which have helped to improve the planning in other subjects. The schemes for each subject set out clearly the standards pupils need to achieve at each stage of their learning in order to reach the expected levels of attainment by the ages of seven and eleven. The guidance from the Qualifications and Curriculum Authority is effectively incorporated in the planning of the curriculum. Whilst these initiatives are having a positive effect on pupils' progress across the school, the systems for regularly monitoring the learning outcomes in each subject are not yet fully in place. The school is effective in fostering pupils' intellectual and physical development, preparing them well for secondary education. Sound links have been established with the local secondary school, which ensure smooth transition between the stages.
38. The school makes good provision for pupils with special educational needs, which enables them to make good progress. What they are taught is closely linked to their individual education plans. Pupils receive good quality support from teachers, learning support assistants and classroom assistants. A high proportion for whom English is an additional language, although fully integrated into all activities, are not so well supported and consequently progress is generally poor. In this respect, the school does not comply fully with its equal opportunity policy. It is aware of this and plans to put the matter right as soon as possible. That apart, every pupil has full and equal access to the National Curriculum.
39. Some parents consider the range of extra-curricular activities to be limited. Inspectors, however, established that there is a satisfactory range of extra-curricular activities which enhance pupils' attainment, especially in physical education and music. There is also a newspaper club, which produces periodic publications. Sporting activities include

football and table tennis, and pupils have opportunities through the After School Play Centre (3.30 – 6.00 pm) to go ice-skating. Lunch-time ICT and recorder clubs attract a good number of pupils, as does the after school maths club. 35 to 40 pupils attend weekly choir practice on a regular basis. Educational trips include visits to the Millennium Dome, the Natural History Museum and the National Portrait Gallery.

40. The school places great emphasis on community involvement and has established links which contribute well to pupils' learning. As a result of recently established 'coffee mornings' more parents are being recruited as classroom helpers. The railway and local police visit regularly and a local 'artist in residence' helps to develop pupils' creative interests. As members of Junior Citizenship, pupils travel locally for social functions and to take part in organised competitions, for example, quizzes.
41. Pupils with special educational needs have equal access to the full curriculum on offer at the school. They also benefit from the special provision made for them in the special needs classroom, where resources appropriate to their ability are used effectively to ensure that they make good progress. Teachers plan work that is matched to levels of attainment for all special needs pupils in the class. They use the pupils' individual education plans to focus on the targets set. A differentiated resource cabinet contains materials for teachers to use specially for pupils with special educational needs. The special needs co-ordinator, supported by the headteacher, works with some pupils with emotional and behavioural difficulty, on specific social and behavioural skills that will enable them to avoid exclusion and to re-access the curriculum. All extra-curricular activities, such as after-school clubs and day and residential visits, are open to pupils of all abilities.
42. The provision for moral, social and cultural education is very good. The whole ethos within the school, founded in its stated aims and objectives, is one where people are valued, respected, and differences are celebrated.
43. Moral values are promoted strongly through assemblies, displays around school and in lessons. Clear guidance is given on the impact of behaviour on others, for example in the assembly discussing the effect on elderly residents of the high spirited activities on 'Hallowe'en' night. Behaviour codes are explicit and shared constantly. Rules are displayed in classrooms, and any problems are dealt with openly. Moral issues are explored well in lessons, particularly in personal and social education, religious education, history and science. An example, in a Key Stage 2 science lesson, was a discussion about man's effect on the environment.
44. Social skills are developed very well through the many opportunities provided, where pupils collaborate, share ideas and play together. Several organised visits, including the school journey, where pupils stay on a residential camp, encourage sharing of resources. Good opportunities are provided in lessons, for example in design and technology, where pupils work in pairs and small teams. They share tasks and resources and respect each other's point of view. A very good system of rewards, such as the headteacher's certificate for achievement, academic or social, allows effort to be celebrated and shared by the whole community. The school council provides a very good forum for discussion.
45. The school has a multicultural population, and this rich diversity is celebrated very effectively. Displays around school highlight facets of different cultures. There is a clear policy for equality of opportunity, which is incorporated into all school activities. The school benefits from the work of specialist teachers who support those pupils learning English as an additional language. Many books and signs are in two or more languages. Extra curricular activities, events and visitors, such as music groups and story tellers, always reflect the full range of contribution from a richly diverse society.

46. Spiritual education is satisfactory. Assemblies provide a time for quiet reflection and prayer. The ethos within school reflects the climate of care in which all pupils are valued. Spiritual development is incorporated in the displays in communal areas, for example in samples of poetry and thoughts of pupils relating to special occasions, such as Remembrance Day. Religious leaders visit the school on a regular basis and aspects of different religions are studied in timetabled lessons. Although there is little planned spiritual development within other subject areas, opportunities are always taken to reflect on the experiences of life.

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

47. There is a very caring atmosphere in the school, and pupils feel very secure. An after-school playcentre on site provides a good facility, including during school holidays. It is well supported by pupils and appreciated by their parents.
48. Welfare agencies including educational psychologists, occupational therapists, and the Behaviour Support Unit are deployed effectively for the benefit of pupils. Arrangements for first aid are good, and there are three trained staff available.
49. Child protection procedures are good. The school policy is currently being revised to reflect the new local authority policy. Each member of staff has a copy of the current policy and is aware of whom to inform when they have a concern. The designated member of staff is a nursery teacher who has received appropriate training. The headteacher retains appropriate records which are securely stored; she liaises with the recognised statutory agencies. The Chair of Governors is involved appropriately.
50. The school promotes and monitors attendance. Procedures include letters to, and meetings with, parents. Additional education welfare time has recently been made available to the school to enable more home visits to be made. However, the monitoring of attendance is still under-resourced.
51. Behaviour in class and around the school is promoted very successfully. There is a classroom-based system which reflects and rewards positive values. Pupils are involved in the formulation of class rules, and there is an effective behaviour report system which is overseen by the headteacher. Pupils are rewarded in class and during assemblies for good work, attendance and behaviour. There is an anti-bullying and equal opportunity policy.

52. There is an appropriate health and safety policy, and the school is visited termly by members of the premises sub-committee of the governing body. Some procedures dealing with the notification and rectification of repairs are informal but they are effective. A fully detailed and prioritised risk assessment has been produced by an external surveyor. This forms a good basis for tackling the backlog of maintenance. This represents a good improvement since the previous inspection. Fire drills are held each term and records kept.
53. Individual education plans for pupils with special educational needs are reviewed regularly by the special needs teachers, the special needs co-ordinator and the class teacher; revised targets are set for them. The school maintains good pastoral care for these pupils. At Stage 2 and above, areas for development in pupils' learning are recorded in their individual educational plans. Parents are invited to participate in the drawing up of these plans which are monitored by the special needs co-ordinator, supported by the headteacher. Staff involved in the teaching of pupils with special educational needs use the targets set in the individual plans to assist pupils' learning.
54. Procedures for the assessment of pupils' attainment and progress are satisfactory overall, which is an improvement since the last inspection. Overall, the use of these judgements to guide curricular planning and procedures to monitor and support pupils' academic progress are unsatisfactory, most particularly in Key Stage 1. The school has a clear and comprehensive policy in place which is now regularly reviewed in consultation with staff and the governing body. Baseline assessments in the reception classes and end of key stage assessments in English, mathematics and science are fully in place. The school also uses standardised testing to assess pupils' attainment in English and mathematics from Year 2 to Year 6. Reading and language tests have been introduced recently to Years 1 and 2. In the nursery and reception classes teachers and other staff keep on-going observation diaries and records to monitor children's attainment and progress. These records provide a clear and efficient overview of the progress being made by individual children.
55. Extensive work has been undertaken by the school to raise staff awareness of assessment, and there is now a strong commitment to the use of data and other assessment information to improve pupils' achievement. This information is now being used to better effect to plan future work for pupils. The previous report identified teachers' assessment of pupils' work against National Curriculum levels as an area for development. Since then appropriate training has been undertaken, still on-going, with the benefits beginning to have a positive impact on pupils' learning. A system to track all pupils' progress as well as individual targets for pupils in Key Stage 2 in reading, writing, spelling and mathematics has also been introduced satisfactorily. Books and assessment record folders are monitored by the headteacher on a termly basis. There is clear guidance in the assessment policy on planning and using assessment in day-to-day work. Some teachers record useful evaluations of the pupils' learning in English and mathematics on their weekly plans and make effective use of this to plan the next lessons.
56. Pupils with special educational needs are identified early and are assessed accurately. Good quality individual education plans are drawn up in conjunction with the class teacher and special needs co-ordinator. These plans are reviewed on a regular basis with new and appropriate targets set. The school meets the statutory requirements of the special educational needs Code of Practice.

57. The progress of EAL pupils is monitored meticulously, mainly in terms of their fluency when speaking English. The ethnic minority achievement grant teachers are involved appropriately with assessment of pupils and this impacts favourably on the programmes set out for pupils. The school successfully integrates pupils in to the school who have a wide variety of languages.

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

58. The school is very welcoming to parents, who are encouraged to play a part in the life of the school. Parents have very positive opinions of the school. They highlight the progress and improvements that have taken place since the last inspection.
59. Information provided to parents is good. They receive one report a year on their child's progress. These reports are thoughtful and informative and give a clear idea of personal achievement. There are three consultation evenings for parents each year, and one of these is used to focus on the curriculum framework and objectives. There are informal opportunities for consultation as teachers are available by appointment at the end of the school day. The school provides translated material, and employs translators to facilitate communication with parents. There is an informative parents' handbook. Parents with children who have special educational needs are very involved with individual education plans.
60. The school distributes regular informative newsletters. The governors' annual report complies with statutory requirements, but the new prospectus is in draft form and includes some minor issues that were left out of the one issued last year. These have been noted.
61. Parents' involvement with their children's education is satisfactory, and improving. There is a home-school agreement in place and reading scheme books allow parents to enter comments. An increasing number of parents help in school and on school trips. They come into school to attend class assemblies, cake sales, sports day and the Christmas Fair. A recent innovation is a weekly coffee morning to which parents are invited. The school places a high priority on promoting good relationships with parents, and it intends to re-establish a parent-teacher association.
62. All parents of pupils with special educational needs are informed from the moment the needs are identified. They meet regularly with class teachers and the special educational needs co-ordinator and are kept well-informed of their children's progress. Parents of children who have statements of special educational needs are invited to attend the regular reviews and usually take up the opportunity. Their views are taken into account in the setting of the revised targets. External support agencies are involved in monitoring the provision made for pupils with special educational needs. The local authority learning support service works closely with the school to develop literacy assessment procedures, the educational psychology service gives useful support as required. The speech, language and occupational therapist liaises with class teachers, the special needs teachers and the special needs co-ordinator. Involvement with other outside agencies includes the East London Home/School Support Project, The Inclusion Project, Hornsey Rise Child and Family Consultation Service and the Social Services. The school nurse and the school doctor pay regular visits. The education welfare officer comes in to the school regularly and is involved in a variety of ways, appropriate to the special educational needs of pupils.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership and management of the school have improved significantly since the last inspection. There is a clear picture of a school that knows where it is going and how it will get there. The main reason for this is the very good quality of the headteacher's inspirational work since her appointment in 1998. She has given the school a very clear sense of purpose, most particularly in the following areas:
- raising expectations of teaching quality;
  - raising expectations of pupils' attainment which is mindful of, but not constrained by, low prior levels of attainment or disadvantaged social background;
  - the social, moral and cultural development of pupils.
64. She is highly respected by pupils, parents and governors, because she is selfless in her hard work, support and guidance to all. A testimony to her skills is the local education authority's high regard for her work which leads them to invite her to take on challenging tasks. The most obvious results of this very good work are the high morale in the school which has improved greatly since her appointment, and the improvements in provision and achievements.
65. The head teacher is well supported by the dynamic and competent deputy head teacher and hard working senior management team. They are included in discussion and decision-making and appropriately provide a variety of views and opinions on a wide range of topics. For example:
- the design of the curriculum framework;
  - plans for in-service training;
  - general policy-making.
66. Responsibilities are delegated to a small number of staff and this needs to be broadened as soon as possible so that the load is more evenly spread. However, the present situation is a reflection of inexperience among several staff and the development of a team that has only recently stabilised. Almost 70 per cent of the staff are new to the school in the last 2 years. This is clearly a very high proportion and the successful integration of such a high number of staff confirms the very good quality of leadership and management, particularly of the headteacher.
67. The governing body is effective in meeting its statutory responsibilities and promoting the satisfactory range of aims for the school. The chair of governors is dynamic, very busy and has a good working knowledge of present educational priorities. She leads the supportive governing body well and ensures that it has a clear view of the direction for the future. Challenges are met with vigour and rigour, for example:
- improving the accommodation and laying long-term plans for acquiring a new building;
  - seeking assistance from educational professionals in a neighbouring local authority to overcome the weaknesses identified by the previous inspection.
68. Overall, the monitoring of teaching is unsatisfactory. The strengths are:
- headteacher's monitoring of teaching and the feedback she gives; however, written records are too brief and do not provide a sufficiently detailed picture of practice;
  - the work of the deputy headteacher in monitoring the teaching of literacy and providing support and guidance where it is needed.

69. The extent of the changes in staffing has made it difficult to introduce monitoring by all subject co-ordinators. The shortcomings are that:
- the majority of subject co-ordinators have very few opportunities to monitor standards in their subjects, which means that they lack a sufficiently broad overview of their subject. An example being the school's assessment system which is not operating consistently across the school;
  - the application of monitoring procedures by the senior management team and subject co-ordinators to identify strengths and weaknesses is insufficiently rigorous to further promote and support the school's programme of improvement.
70. School development planning is good. The main document is technically sound and includes:
- an overview that gives a clear picture of the projects to be tackled over a three-year timescale;
  - priorities are identified from all areas of school life, including curriculum, assessment, teaching and learning, premises and school meals;
  - individual action plans that are drawn-up in conjunction with partners, for instance the one for information and communication technology in conjunction with Islington local education authority.
71. The action taken to meet priorities is well thought-out and monitored vigilantly by senior management. Consequently, there is a shared commitment to improve and develop initiatives. This has had a significant impact on staff morale, which is growing quickly. Sensible levels of funding are identified to support initiatives and these are clearly set out in the development plan. The headteacher and governing body have satisfactory principles for acquiring services and resources at prices that will bring value for money.
72. The match of teaching and support staff to the demands of the curriculum is sufficient in the majority of situations. The school places a high priority on the provision for special educational needs and for this reason employs four qualified teachers as special needs providers rather than special needs assistants. Additionally there are learning support assistants who give support to pupils with special educational needs. However, the provision of teachers and support staff for EAL pupils is unsatisfactory. Support provided by ethnic minority achievement teachers is effective, where available. The level of support is not, however, sufficient in terms of the nature and extent of need. The deployment of support is not satisfactory because pupils do not receive support on a regular basis, and there are pupils who need specialist support but do not currently receive it, for example, in the Foundation Stage and Years 4 and 6. These pupils, who are at early stages of learning English, are held back in a range of subjects due to their lack of competence in English. Without access to English, they cannot access the full curriculum and their rate of achievement is less than it ought to be.
73. The arrangements for inducting new staff are good. Particularly strong are the arrangements set up by the deputy headteacher to support and mentor newly qualified teachers and those with more experience who are coming new to the school. These arrangements include lesson observations, debriefings and advice on in-service training attendance. The strategy for performance management is satisfactory. Overall, the arrangements for the professional development of staff are good. There is an appropriate balance between the needs of the school and those of the individual member of staff.

74. Overall, financial management is good. The governing body receives regular financial reports and spending is adequately monitored. The most recent auditors' report paints a positive picture with some minor improvements recommended, which the school has plans to implement. Significant amounts of income are available to support special educational needs and pupils from ethnic minorities, and these are spent appropriately. Through prudent budgeting there is a healthy surplus which is being properly safeguarded to help manage difficulties with maintaining the building.
75. The school has good accommodation with an extensive range of specialist rooms and three halls. The accommodation is clean and in reasonable condition, which is a credit to the site-manager and his cleaning staff and adds to the welcoming ethos of the school. There have been some improvements since the school was last inspected but there are still outstanding issues which require attention including the state of the toilets on the ground floor, replacement of window-frames, and the improvement of external drainage. This was graphically illustrated during the inspection when torrential rain overwhelmed the drains to the extent that professional clearance was necessary.
76. Overall, the quality, amount and accessibility of learning resources are good. Particular areas of strength are:
- English;
  - mathematics;
  - science;
  - design and technology;
  - information technology;
  - music
77. There is good provision of resources for pupils with special educational needs, particularly reading texts which are appropriate to the age, experience and interest of all pupils.
78. The provision for special educational needs is managed by an extremely able, well-qualified and enthusiastic special educational needs co-ordinator closely supported by the headteacher. She keeps abreast of developments in her field through her ongoing and personal research into specific language impairment. The policy for special educational needs complies with the national Code of Practice. The governor for special educational needs is aware of the issues involved and plays a full part as 'critical friend.' The special educational needs co-ordinator has a good understanding of the role. The provision for special educational needs is a strength of the school.

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

79. To develop the school further the governors, headteacher and staff should:
- (1) Improve the use of assessment to inform the planning of teaching and the curriculum, particularly in Key Stage 1 by:
    - I. ensuring that the marking of pupils' work is consistent, evaluative and helpful;
    - II. developing assessment procedures and practice in all subjects;
    - III. increasing teachers' knowledge and understanding of judging pupils' work.
 (paragraphs: 26,27, 53, 54, 94)
  - (2) Improve the effectiveness of the support for all pupils who are learning English as an additional language by:
    - I. increasing the level of support;

- II. focussing more clearly the deployment of support.  
(paragraphs: 21, 37, 55, 78, 97)
  - (3) Further develop relationships with parents so that issues surrounding low attendance and lateness can be explored and improved upon.  
(paragraph: 21)
  - (4) Improve leadership and management further through developing the monitoring of teaching by:
    - I. providing regular opportunities for all subject co-ordinators to judge the quality of teaching;
    - II. giving all co-ordinators specific training in lesson and planning analysis.  
(paragraphs: 65, 97, 106, 113)
80. In addition to the key issues above, the following less important areas for improvement should be considered for inclusion in the action plan:
- (5) Increasing the use of the library  
(paragraph 91)
  - (6) Ensuring that all statutory requirements are met in relation to the prospectus  
(paragraph 58)

*In the current school development plan, the school has appropriately identified the development of EAL provision; review of the policy for assessment is also identified.*

## 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

36

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	40.6	46.4	0	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)	52	319
Number of full-time pupils eligible for free school meals		209

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	1	61

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	160

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	87
Pupils who left the school other than at the usual time of leaving	62

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.2

#### Unauthorised absence

	%
School data	2.8
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	21	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	20	24
	Girls	18	18	18
	Total	39	38	42
Percentage of pupils at NC level 2 or above	School	78(67)	76(69)	84(87)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	22	20
	Girls	18	18	17
	Total	38	40	37
Percentage of pupils at NC level 2 or above	School	76(67)	80(87)	74(79)
	National	84(82)	86(85)	88(87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	17	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	17
	Girls	12	12	16
	Total	26	25	33
Percentage of pupils at NC level 4 or above	School	72(63)	74(57)	92(65)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	8	8	8
	Total	20	22	20
Percentage of pupils at NC level 4 or above	School	56(20)	61(37)	56(30)
	National	70(68)	72(69)	79(75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	53
Black – African heritage	50
Black – other	7
Indian	2
Pakistani	1
Bangladeshi	1
Chinese	7
White	91
Any other minority ethnic group	84

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	19.6
Number of pupils per qualified teacher	18.9
Average class size	23.2

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

Total number of education support staff	14
Total aggregate hours worked per week	257

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	26

Total number of education support staff	2
Total aggregate hours worked per week	40

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	976794
Total expenditure	956386
Expenditure per pupil	2544
Balance brought forward from previous year	69033
Balance carried forward to next year	89441

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	371
Number of questionnaires returned	52

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	46	40	6	0	6
Behaviour in the school is good.	48	44	4	0	4
My child gets the right amount of work to do at home.	38	37	19	0	4
The teaching is good.	60	29	0	0	8
I am kept well informed about how my child is getting on.	65	23	4	2	6
I would feel comfortable about approaching the school with questions or a problem.	60	37	2	0	2
The school expects my child to work hard and achieve his or her best.	58	29	2	0	10
The school works closely with parents.	65	23	4	0	8
The school is well led and managed.	62	31	2	0	6
The school is helping my child become mature and responsible.	56	31	4	0	8
The school provides an interesting range of activities outside lessons.	35	44	8	2	10

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

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

81. There are two intakes to the nursery and reception classes each year. Children whose fourth birthday falls between the start of September and the end of February are admitted to the nursery at the beginning of the autumn term. Those born between the start of March and the end of August enter at the beginning of the spring term. The youngest children attend part-time either for morning or afternoon sessions. Children transfer to the reception classes one year later, in the school year in which their 5th birthday falls. At the time of the inspection, there were 52 children on roll in the nursery, 41 of these attending full-time. There were 24 children on roll in 2 reception classes, 17 of whom were under five years of age.
82. The previous inspection found that children's attainment on entry to the nursery was broadly average and that attainment by the age of five was in line with national expectations. This inspection finds that many children begin nursery with poorly developed skills, particularly in communication, language and literacy, mathematics and social skills. Despite good teaching in the nursery classes, attainment is still below national expectations by the time children transfer to reception classes. This is confirmed by initial assessments conducted with these children. Currently, approximately 60% of children in the nursery are from homes where English is an additional language and many of these children are at very early stages of learning English. At the present time, there is no additional support available for them and consequently their progress is not as good as it might be. This has a detrimental influence on overall standards, which are below national expectations in most areas of learning, by the age of five.

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

83. Children's personal, social and emotional development is given a high priority, and to good effect, in both nursery and reception classes, with learning in this area being strong. Children learn to trust the staff and relax into routines quickly. At the beginning of the day, children settle happily on the carpets or to the tabletop activities and most are undisturbed as their parents leave. The quality of teaching and learning in this area is good. A welcoming, calm, and happy environment is created with consistent and well-organised routines in both nursery and reception classes. This provides children with security and helps to build up their confidence. The children respond positively to the care of the staff and to the good role models they provide, so that their personal and social skills develop well. A good example of this was seen at a snack time in the nursery. There was a quiet and relaxed atmosphere, and staff took every opportunity to encourage independence and to reinforce social awareness, such as taking turns with good reinforcement of manners. Children responded positively by waiting patiently for fruit to be served, thanking the child who offered it to them, eating and drinking sensibly and behaving well. Throughout the day, children play happily alone or alongside each other. In the nursery, children gain confidence and start to play co-operatively. Older children begin to play collaboratively, for example, in role-play in home-corners, shops and offices or when playing with sand and water. Children enjoy the activities provided. Most are developing good levels of concentration and are becoming independent in some areas of learning. For instance, they can put on coats and shoes, wash their hands, pour themselves a cup of water and settle to whole class, group and individual activities. Staff in reception classes maintain these good relationships with children and provide good opportunities for them to work and play co-operatively. In both the nursery and reception classes, children are made to feel valued and to learn right from wrong in a positive way, which enhances their self-esteem and encourages respect and

consideration for others. Teachers encourage children to take responsibility by providing opportunities for choice and by involving them in tidying their classrooms at the end of sessions.

### **Communication, language and literacy**

84. On entry to the nursery, listening and speaking skills are well below those expected for their ages and the children's knowledge of language is limited. A significant number of children have difficulty in expressing themselves and in articulating questions and answers. Children's achievement in this aspect is good in the foundation stage. This is because adults talk to children and tell stories in an animated and enthusiastic way, effectively promoting speaking and listening skills, as well as developing an interest in books. Children respond with enthusiasm to this and are eager to participate in rhymes and songs. Opportunity is taken during activities across all the areas of learning to develop children's understanding of language and to extend their vocabulary. However, more specific support needs to be provided for EAL children to enable them to make the same rate of progress as others. Children in the nursery handle books reasonably carefully and turn the pages correctly recognising the front and back. A few children can tell the story by looking at the pictures. The quality of teaching is good. Literacy skills are effectively developed through sharing "Big Books" together as a class and, in reception classes, through literacy lessons, which include small group reading sessions. Teachers encourage partnership with parents and carers in supporting children's reading development at home. They make provision for children to develop early writing skills in imaginative contexts such as role-play areas and often play with them to further their language development and communication skills. As they engage in role-play in The Post Office, children in the nursery demonstrate awareness that print conveys meaning by making marks on envelopes and postcards, pretending to address them. By the time they transfer to the reception classes, some children recognise and can spell their own names. In reception classes, children listen and respond to questions with increasing levels of concentration. They gain confidence as speakers. They are becoming familiar with some letter sounds and can match an object to its opening sound. However, few children write their names independently and none but the most capable children write simple words and phrases. Children turn the pages of a book in the correct way and can retell the story from the pictures but very few children read words or phrases in a simple text. Attainment is below that typically expected by the age of five.

### **Mathematics**

85. When children enter the nursery, their attainment in mathematics is well below that of most children of the same age. However, gains in learning are good, largely due to good teaching in both the nursery and reception classes. Teachers provide stimulating and exciting activities and games, which engage children's attention. They make good judgements about children's individual needs and plan their work accordingly. Nursery children develop an awareness of numbers through sorting, matching and counting and through activity songs and rhymes. Adult interaction with children as they play in their greengrocer's shop develops understanding of numbers and of mathematical language such as "heavier" and "lighter" as they count and weigh fruit and vegetables. In reception classes, children develop an understanding of numbers 1 to 10 and are introduced to the concept of one more and one less by singing counting rhymes such as, "Five currant buns in the baker's shop." Many children recite numbers to 20 and can recognise numbers to 10 on a number line. The brightest children successfully recognise random numbers between 1 and 10 and match them accurately to a number line.

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

86. When they enter the nursery, many children have difficulty in expressing their knowledge and understanding of the world. However, good teaching builds on children's natural curiosity and many opportunities are provided through direct teaching as well as independent play to develop children's understanding of the world. In the nursery, children use money, credit cards, telephones, typewriters and stamps in role-play situations such as offices and Post Office. Through effective teacher intervention, children learn how letters and parcels are posted, collected, franked and delivered. Good use is made of visits, for example, to the Tate Gallery and to a an "African Village" in Hertfordshire, to increase children's knowledge of the wider world. They gain knowledge about cultures and beliefs through celebration of festivals such as Harvest, Diwali and Christmas. Children develop an awareness of their senses such as touch and smell. They are encouraged to use them to investigate the world around them, for example, moulding and smelling a dough mixture and by close observation of fruit and vegetables. In reception classes, through a topic about "Ourselves, families and friends", teachers provide lessons which promote early scientific and historical skills. For example, children gain a sense of the past by comparing photographs of themselves as babies with recent photographs. By looking carefully at a model of a human skull and skeleton, they learn names of bones and body parts. In both nursery and reception, children are developing competence in using computers. By the age of five, children can use a mouse to control the cursor and utilise a variety of programmes to support their work in literacy, mathematics and art. Children use a range of construction materials to make models. They can operate a cassette player to listen to a story. Children's attainment is broadly as expected for this age.

### **Physical development**

87. Daily access to outside equipment enables nursery children to increase their confidence in climbing and balancing on planks and climbing frames. Riding and pushing wheeled toys develops gross motor skills and enhances their sense of space and direction. Children in reception classes have less opportunity to use the outside play area for prolonged sessions. However, the school has plans to rectify this and teachers ensure that there is regular access for short periods of outdoor play. A range of creative activities enables children to handle crayons, pencils, scissors, glue and paintbrushes with increasing control and care, developing effective hand-eye co-ordination. Good management and control of behaviour ensures that children follow instructions and move safely within lessons. Well thought out and structured lessons in the gym hall enable reception children to use space well and to develop good control of their bodies as they travel on the floor using hands and feet, jump and run. Children are able to transfer actions on to apparatus and those children capable of higher attainment can perform a simple sequence of movements. Gains in learning are good in the basic actions of travelling, balancing and the use of space and children enjoy these activities displaying a good amount of creative and physical effort. The level of attainment in physical development is broadly in line with the standard expected of children of this age.

## **Creative development**

88. Children start from a fairly low level of skill when they enter the nursery and make good progress throughout the nursery and reception years. This is largely due to the planned provision of a wide range of both directed and free choice opportunities, which develop children's creativity well. These include exploration and use of a variety of painting, modelling, collage and printing activities, which are often linked to topics, as well as opportunities for imaginative role-play in designated areas and with "small world" toys. In both the nursery and reception classes, teachers set up activities where children can observe natural objects such as autumn leaves and fruits. They provide opportunities for children to sing and play percussion instruments. Through the support of adults during these activities, including their comments and question children are helped to develop skills well and to express their own ideas with confidence. For example, in the nursery children are successfully guided in observational drawing to notice the shape, size and texture of a selected fruit. They are able to choose colours from a wide range of pastels and to experiment with smudging to blend one colour into another. They are helped to work from memory to make a collage of things that they remember, such as firework displays and from the stimulus of books and paintings such as "The Very Hungry Caterpillar" and sea-scapes. Adult-led activities promote good learning of colours, develop children's visual perception and fine motor skills effectively.

## **Teaching and other factors contributing to provision**

89. The overall quality of provision in the foundation stage is good. This is due to:
- teachers' secure subject knowledge of the early learning goals for the foundation stage;
  - good day-to-day evaluations by staff about how well children are doing and effective use of this information;
  - good deployment of support staff;
  - good management of children ensuring a calm, happy working atmosphere, which is particularly impressive in the nursery classes;
  - rich, attractively presented and well-resourced learning environment;
  - effective contribution by support staff to teaching and learning;
  - a well-planned and organised curriculum offering a wide range of indoor and outdoor activities.
90. The findings of this inspection in relation to teaching are similar to those of the previous inspection. The good quality provision for children in the foundation stage has been maintained.

## **ENGLISH**

91. Standards have risen considerably over the past five years, with a sharp rise since 1998. The school has exceeded its targets and, considering the low level of attainment on entry, has made good progress towards national averages by the ages of seven and 11. In the Key Stage 2 national tests in 2000, attainment overall in English was close to the national average and well above average when compared with similar schools. Results in reading, however, were better than those in writing. None of the pupils achieved higher than the expected Level 4 in writing, whereas over half the pupils achieved the higher than expected Level 5 in reading. Test results indicate that girls consistently outperform boys in both key stages. Results in the 2000 national tests for seven year olds show that standards are well above those of similar schools and close to the national average in reading and in writing. By the end of both key stages, pupils with special educational needs make good progress in relation to their prior learning. However, EAL pupils make unsatisfactory progress because the support they need is not available to them on a regular basis.

92. By the end of Key Stage 1, pupils' listening skills are currently in line with national expectations. Most pupils can listen attentively to their peers and to teachers in a range of situations, including the assembly hall. However, due to the high proportion of EAL pupils, attainment overall in speaking is below that normally expected for pupils by the age of seven. By the end of Key Stage 2, most pupils listen with care and consideration for others, respecting their right to be heard. They adapt speech to suit the occasion, for example, when discussing their work with one another, when speaking formally to the assembled school or talking about books with an adult. Most speak confidently and clearly, and the more able speak fluently and expressively in a range of situations.
93. By the end of Key Stage 1, reading standards are broadly in line with national expectations. Most pupils read with satisfactory fluency. They make good use of strategies, such as phonic and picture cues, when encountering unfamiliar words. Higher attaining pupils read fluently with expression and accuracy, at their own level. Most pupils have a satisfactory understanding of what they read. They read confidently and talk about characters in a story and retell the main plot. Pupils know the alphabet and apply this when using dictionaries and reference books. By the end of Key Stage 2, pupils read with the expected confidence, accuracy, fluency and independence. In discussing preferences for authors and books they make satisfactory reference to character, plot and genre. Higher attaining pupils discuss books in greater depth, giving good reasons when recommending a favourite author. Pupils are developing skills in skimming texts to retrieve information. Most pupils have satisfactory reference skills and are able to use contents pages and indexes in their research. They know how to use the Internet for accessing computerised information, and make satisfactory use of this. However, few pupils use the school library, and most are unfamiliar with library classification systems.
94. At the end of both key stages, pupils' attainment in writing is typical for their age, signifying good achievement for most pupils. By the end of Key Stage 1, pupils write for a satisfactory range of purposes, including historical and scientific reports and poems. In handwriting, letters are clearly formed and positioned and easily legible. Their writing, in simple phrases and sentences, communicates meaning. Pupils show an awareness of full stops and capital letters and are beginning to use them appropriately in their writing. The more able pupils are beginning to organise their ideas into a logical sequence of sentences for a story, showing an awareness of beginning, middle and ending. Most are developing knowledge of story structure and can suggest ideas for the sequence of events, when answering questions in a story framework. At the end of Key Stage 2, pupils' attainment in writing is in line with national expectations. Pupils write for a wider range of purposes such as:
- number rhymes and limericks in Year 3
  - instructions - such as recipes in Year 4
  - autumn poems and play scripts in Year 5
  - scientific reports about the solar system, factual accounts and poems about events in World War II in Year 6
95. Most pupils make satisfactory use of Standard English. By the age of 11, pupils recognise particular styles of writing, such as that used in journalism, and write in a variety of styles and genres for different readers. Higher attaining pupils make particularly good use of imaginative language, including simile, for example, "lightning strikes like a powerful sword." Most pupils draft and redraft writing successfully both on paper and on the computer. Spelling is usually accurate, and pupils make satisfactory use of punctuation. Most pupils are beginning to develop their own handwriting styles. These are joined, neat and legible, although few, as yet, demonstrate a fluent style.

96. Teaching has improved since the last inspection. The quality of teaching and learning is good overall and, in the main, the pupils' achievements parallel the quality of teaching in English. There are variations in teachers' skills in both key stages, but there were no unsatisfactory lessons seen in either key stage. More good lessons were seen in Key Stage 2 than in Key Stage 1. For example, over a half of lessons seen in Key Stage 2 were good, whereas around a quarter of lessons in Key Stage 1 were good. There was one very good lesson seen in a Year 1 class, where "I spy" reading and writing tasks were very well matched to the different needs and abilities of all the pupils. The teacher's explanations and reading of text were lively and stimulating, which moved pupils' learning forward at a good pace. Teachers across the school have a good understanding of how to teach reading and writing. This means that pupils' acquisition of basic skills in phonics, spelling, grammar and punctuation is good. Teachers understand the importance of providing opportunities for pupils to think through and clarify their ideas before they begin to write. For example, pupils in Year 2 worked in pairs to jot down their ideas for a story, made a note of characters, setting and events in sequence before starting to write. This also contributes to their social and spiritual development as they learn to reflect on and value each other's ideas. Teachers help pupils to make connections across subjects and pupils use their skills in reading and writing effectively to record work in science, history and religious education. The Remembrance poems written by Year 6 show a very good knowledge and understanding of the feelings of soldiers and their families during World War II. Satisfactory use is made of cassette recorders to develop listening skills and an enjoyment of books. Teachers also make satisfactory use of computers to support pupils' composition and presentation of work as well as the retrieval of information and communication with the wider world through the Internet. Good relationships exist between staff and pupils and behaviour is well managed during lessons. The majority of pupils respond to this with positive attitudes and good behaviour and they work hard. Satisfactory use is made of homework to support and develop pupils' reading. Not enough use is made of the school library to develop pupils' research skills and independence. Marking and judging pupils' attainment, in order to plan the pupils' next steps of learning, are satisfactory in Key Stage 2, where specific guidance for improvement is made and individual targets are set. In Key Stage 1, marking is less helpful and there is currently no target setting.
97. In a few lessons, for example in one Year 1 class and in Year 4, the learning is not sufficiently challenging for all groups of pupils and this leads to underachievement. In some lessons, particularly in Year 2, while teachers work with one group, they are not always aware of the needs of other groups. They do not give pupils instructions about what to do next if they finish their work quickly. Consequently, pupils sometimes waste time waiting for help or advice, and the learning of the group working with the teacher is also interrupted. Additionally, in some lessons, pupils spend an overlong time sitting on the carpet during literacy lessons with insufficient variation in the pace of teaching. As a result, the rate of pupils' learning is slowed down.
98. The curriculum for English is well planned, following guidance from the National Literacy Strategy, and ensures that the requirements of the National Curriculum are met. There are satisfactory procedures in place for judging pupils' attainment in reading and writing. However, the use made of this information by teachers to guide pupils' future steps of learning is in early stages of development.
99. Management of English is good. The co-ordinator has been in post for two years and provides clear direction for the school's work in English. Analysis of the results of national testing is used satisfactorily to identify strengths and weaknesses in the curriculum and teaching. This has led, for example, to the introduction of a policy and scheme of work for handwriting and to more realistic targets for future national tests. In conjunction with the head teacher, the English co-ordinator has completed a programme of monitoring teaching quality throughout the school, giving feedback to help teachers

improve. There are also arrangements for the regular monitoring of teachers' planning and pupils' work.

## **MATHEMATICS**

100. At the end of Key Stage 1, attainment is broadly in line with national expectations. The proportion of pupils reaching the expected Level 2 or above in the 1999 national tests was average but well above average compared with similar schools. The number of pupils attaining the higher Level 3 was also well above average. This reflects a significant improvement over the last three years. The school has maintained this improvement in the 2000 national tests, with pupils attaining at a standard which is higher than the local education authority average and that in similar schools. There has been no significant gender difference in pupils' attainment.
101. At the end of Key Stage 2, attainment is broadly in line with national expectations. The proportion of pupils reaching the expected Level 4 or above in the 1999 national tests was well below average, though above average compared with similar schools. Pupils attaining the higher Level 5 were also well below average. Pupils' attainment in the 2000 national tests shows an improved picture, with the proportion of higher attainers being greater than that in similar schools and the local education authority average. There has been no significant difference in the attainment of boys and girls or ethnic groups. Pupils learning English as an additional language, particularly those at early stages of learning English, do not attain as well as they might, as they do not receive specialist support on a regular basis or not at all.
102. By the end of Key Stage 1, pupils demonstrate a developing concept of odd and even numbers. Higher attainers identify and work out numbers that are more or less than a given number. Less able pupils, including those with special educational needs, sort even numbers by using dominos. Younger pupils count on and back in 10s up to a 100. The majority order and read numbers, with higher attainers creating their own repeating number patterns. Overall, pupils make satisfactory progress in Key Stage 1, with the exception of EAL pupils, particularly those at early stages of learning English.
103. By the end of Key Stage 2, the majority of pupils consolidate their understanding of number facts by refining paper and pencil methods for addition. More able pupils add up to three layers of five-digit numbers, while less able pupils understand place value of numbers. Younger pupils show a firm grasp of counting in 10s, with the majority meeting targets in oral work. Most pupils in Year 4 understand that doubling is the same as multiplying by two. Year 5 pupils know the names of different triangles and that angles of a triangle add up to 180 degrees. Higher attainers draw a grid plotting right-angled and isosceles triangles accurately. Average pupils plot co-ordinates on a grid. Some pupils are not sure about 'equilateral' and angle size. Many use a 100-square to check results. Overall, pupils make good progress in Key Stage 2. Some pupils having special educational needs and those learning English as an additional language are held back when specialist support is not available. There is no significant gender difference in pupils' learning.
104. Overall, pupils' mental calculations are developing well in both key stages, and there is no significant gender difference in their learning.
105. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2, with some features of very good teaching in both key stages. 58.33 per cent of lessons observed were good, with 50 per cent being very good, and 25 per cent being satisfactory. In Key Stage 1, 50 per cent of lessons were good, 25 per cent very good and 25 per cent satisfactory. In good lessons, clear lesson objectives and explanations are rooted in good subject knowledge and they enhance pupils' involvement and

understanding. This was clear, for example, in a Year 1 lesson when the teacher's explanations enabled the pupils to create their own number patterns. In Key Stage 2, 62.5 per cent of lessons were good, 12.5 per cent very good, and 25 per cent were satisfactory. Where the lesson was very good, as in Year 6, the teacher's skilful questioning and use of resources demonstrated the paper and pencil methods of adding four-digit numbers effectively, ensuring pupils' understanding of place value of numbers. In both key stages, teaching generally has a focus on developing pupils' mental calculations, but the practice in this respect, as well as in the use of plenary sessions, lacks consistency of rigour and pace. Partnership teaching involving ethnic minority achievement support staff and mainstream teachers is well established, as was observed on a number of occasions. The majority of teachers manage resources and pupils well, though not always their time in lessons. Most teachers reinforce pupils' prior learning and check their understanding through ongoing assessment. Teaching impacts directly on pupils' learning. The majority of pupils respond positively, showing high levels of motivations and concentration, and contributing to lessons. Pupils are co-operative and well behaved, though occasionally some become restless and unsettled. Pupils' work is generally well presented. Marking is, overall, encouraging and helpful.

106. Pupils apply their numeracy skills in subjects such as English, science, history and geography. There is evidence of pupils chanting number rhymes and writing counting poems in Key Stage 1. Pupils in Key Stage 2 use time line in history, grid referencing in geography, as was observed in a Year 5 class studying rainfall, and graphs to show water resistance of different shapes in science. Similarly, there is appropriate use of literacy skills in mathematics. Pupils in both key stages are developing a satisfactory mathematical vocabulary and they use their reading skills in problem-solving activities.
107. There has been considerable improvement in the teaching and learning of mathematics since the last inspection. The Numeracy Strategy has been fairly well implemented, and there is more focus on problem-solving activities, a weakness identified in the last inspection. Individual target setting, introduced this term, has started having an impact on pupils' learning. The school has exceeded its mathematics targets for 1999 and 2000, though they were not particularly high.
108. The school's strategies to improve standards in mathematics include individual target setting and the use of homework. Planning and resourcing support this process, though there is some inconsistency in short-term planning. The co-ordinator, a lead teacher for the local education authority, promotes positive leadership and clear direction, but his role is not fully developed in monitoring teaching. Half-termly assessment is integral to the commercial schemes used, and the school has started developing assessment procedures, but assessment information does not inform subsequent planning or teaching in any systematic way.

## SCIENCE

109. Overall, attainment in science is broadly in line with national averages at the end of Key Stage 1 and Key Stage 2.
110. For pupils aged seven, teacher assessments in 2000 indicated that the percentage of pupils on the expected Level 2, or higher, was below the national average, and the pattern was similar in 1999. However, the attainment was close to average for schools with a similar percentage of free school meals. By the age of 11, in 2000, the percentage of pupils gaining the expected Level 4, or higher, in the national tests, was well above the national average, which represents a significant improvement over the previous year, where the proportion was below average. The results are also high in comparison with the average in similar schools. There is no significant variation in the performance of boys and girls. Over the past three years the attainment in science has improved rapidly.
111. The work observed in class, and noted in pupils' records, reflects the improvements in recent national tests. By the age of seven, pupils have gained a basic knowledge of scientific concepts. For example, in Year 2, they learn the components of a balanced diet and begin to relate the constituents to nutrient value. Many pupils identify which foods have starch, protein and fats, and which contain required vitamins. In Year 6, at the end of Key Stage 2, most pupils are working towards the expected Level 4, but many are going beyond this. They can use models, for example, to plot the relative motion of sun, earth and moon, explaining the reasons for night and day and phases of the moon. Elsewhere in the key stage, pupils learn the names of parts of the human skeleton and compare it with skeletons of other animals. They identify different types of force, and make elementary experimental observations on moving objects.
112. Pupils progress satisfactorily through Key Stage 1. Achievement in the development of basic knowledge of living organisms, properties of materials and physical processes has been good, but the establishment of investigation skills has been weak. Throughout Key Stage 2, development of knowledge and understanding of essential ideas has been good, and the skills of experimenting, observing and recording are improving. Pupils with special educational needs have achieved well in relation to their individual targets and typically make similar progress to other pupils because work and resources are carefully matched to their needs. EAL pupils learning English as an additional language have difficulty in making good progress, because the level of support for them is insufficient in science lessons.
113. Attitudes towards science are good. Pupils enjoy the lessons, particularly when the opportunity for practical tasks is provided. They are careful with written records and in the handling of scientific equipment. Pupils listen well to instructions and many answer questions thoughtfully. However, only relatively few seek to extend their knowledge independently, or show the curiosity needed to understand scientific phenomena more fully. Even at the end of Key Stage 2, many pupils have yet to develop the skills of scientific enquiry, where ideas are put forward, tested and evaluated. Behaviour in lessons is good, respect is shown for teachers and for other pupils. Apparatus is treated with care and shared amicably. Pupils collaborate well, which supports greatly their social skills and personal development.
114. Overall, the teaching of science is satisfactory. Teachers' own knowledge is secure, although none has any particular expertise in this curriculum area. Knowledge is imparted well to pupils but the teachers are less confident with the principles of scientific investigation. Work is planned well, aided by the introduction of a recommended scheme produced by the Qualifications and Curriculum Authority. The balance of experimental and factual work is gradually improving. Resources are used well to

address the need to match the work to the different abilities of pupils. However, insufficient provision is given to support the work of EAL pupils. The computer is used to enhance learning generally but opportunities are not fully exploited in science. Expectations of pupils are good, especially in Key Stage 2 where teachers require detail and depth of understanding. Occasionally, in Key Stage 1, the pace of learning is slow. On-going assessment is satisfactory with regular testing being carried out to determine the breadth and depth of pupils' knowledge and understanding. Questioning techniques are used appropriately to involve most pupils. They are not sufficiently well used to determine the extent of learning by all members of the class as a few pupils manage to avoid participating in discussions. Assessment data is used to identify those with special educational needs and record prior attainment, but insufficient use is made in planning, setting target levels or ensuring maximum achievement. Marking of work is regular, and gives encouraging comment, but fails to provide pupils with a knowledge of how to improve their work. Displays are used well to celebrate pupils' work but not to exemplify standards expected for pupils of different attainment.

115. The co-ordinator of the subject provides satisfactory management and support for colleagues. A clear focus is maintained on raising standards through developing schemes of work. Resources are above average in quantity and quality, so that there is the capacity to develop investigative work. Monitoring of teaching is just satisfactory. Progress towards monitoring of the implementation of the schemes of work and teachers' planning has been effected. In service training in investigative science has been organised for staff, and further opportunities for the identification and development of skills are being explored. Classroom observation and detailed analysis of assessment data are not sufficiently carried out. The school is good at providing extended curricular experiences. For example, several visits take place during the year to the Science Museum and an ecology centre, and the school is a member of the British Association of Young Scientists. A science week is held to provide excellent opportunities for focused science and technology activities.

## **ART**

116. There were limited opportunities to observe the teaching of art and design. Most evidence was obtained by looking at examples of pupils' work, wall displays, teachers' lesson plans and from discussions with staff.
117. There has been satisfactory improvement in the standard of work since the previous inspection. The overall standard of pupils' art and design by the end of Key Stage 1 is now typical of that normally found for this age. Although, by the end of Key Stage 2, the overall standard is still below that expected for the age of the pupils; standards, for example, in Years, 3, 4 and 5 are broadly in line with national expectations. The improvement at Key Stage 1 and younger classes in Key Stage 2 is due to better implementation of planning, enabling skills to be developed as pupils move up through the key stage.
118. By the age of seven, most pupils can draw or paint from observation with an improving eye for detail. Art is used successfully to illustrate work across the curriculum. For example, there are particularly good links with science from the earliest years, and pupils are encouraged to observe and record what they see in drawings and paintings. Pupils in Year 1 successfully experiment with mixing primary colours to make a colour wheel. They apply this knowledge in painting pictures of a sunset. They are able to use pastels to draw pictures of rainbows and learn techniques such as blending. Through their work in religious education, pupils in Year 1 learn about the festival of Diwali and learn to draw intricate Rangoli patterns. Pupils in Year 2 use their close observations of decaying twigs, acorns and leaves as objects for their still-life drawings.

119. Although pupils' skills in observational drawing are developing well, by the age of eleven many pupils' drawings and paintings are immature, and the standard of presentation is below that typical for this age. Many have not yet reached a stage where they are able to evaluate their own and others' work in order to modify and improve it. Throughout both key stages, pupils are given opportunities to experiment with a variety of techniques including printing and collage and to use a variety of media such as pencils, crayons, paint, charcoal, ink and pastels. They use the work of well-known artists as starting points for their own work. For example, in Year 5 pupils are encouraged to look carefully at portraits by the artist Rene Magritte in order to discuss the use of composition and as a stimulus for their own work. In Year 6, the black and white drawings of Kate Kollwitz provide a stimulus for observational studies in charcoal and chalk. Art and design is used successfully to illustrate work across the curriculum, including history and geography and to create large, attractive wall displays around the school.
120. There were insufficient opportunities for direct observation of teaching to make a judgement about the quality of teaching in Key Stage 1. The overall quality of teaching in Key Stage 2 is good. There is some very good teaching in one Year 6 class. Where the quality of teaching is good, pupils are given clear targets, which challenge them to consolidate and develop skills and understanding. In one Year 3 and one Year 6 class, the teachers' very secure subject knowledge is used well to extend pupils' understanding of composition and the use of artistic language, such as "portrait", "landscape" and "proportion." All these factors make a good contribution to pupils' learning. Where teaching is satisfactory, careful questioning encourages pupils to think for themselves. Pupils' work is well used as exemplar material. This reinforces the confidence of those whose work is chosen, and acts as a spur to others. A satisfactory range of materials and activities is provided to extend pupils' experience of two-dimensional art. These aspects of teaching help to move learning forward at a satisfactory pace. Adequate support is given to pupils with special educational needs, ensuring that they make good gains in learning. Visits to galleries and the use of artists in residence enhance pupils' learning in art, as does the use of computer software to draw and paint.
121. There is a good policy for art, which provides effective guidance on the school's approach to the subject. The curriculum is planned satisfactorily and meets National Curriculum requirements. There are no assessment procedures for art that focus on specific criteria and result in judgements on attainment. This is unsatisfactory because it prevents teachers planning work to ensure progression and development of skills based on individual needs and prior attainment. The co-ordinator does not have the opportunity to monitor the quality of teaching or the impact of the curriculum on pupils' learning, and this is also unsatisfactory. In this respect, the co-ordinator's role has developed little since the last inspection.

## **DESIGN AND TECHNOLOGY**

122. Attainment in design and technology is in line with expectations at the ages of seven and 11. Pupils develop skills and knowledge according to the guidance in the scheme of work produced by the Qualifications and Curriculum Authority.
123. By the age of seven, pupils generate ideas and work with simple materials such as paper, card and textiles to make model houses and lever-operated puppets. By the age of 11, they progress to considering the properties and uses of materials in the design stage and work with a wider range of cutting and joining techniques. Examples of projects include pop-up books, incorporating simple mechanisms, photograph frames and marionettes. Products are finished in a range of methods including paint and varnish. Some opportunity is taken to work with food materials. Time is given to presentation of work through drawing and display around school. Work is frequently celebrated in assembly. Although lesson observation was limited, it is apparent that pupils' attitudes to this subject are good. They enjoy the practical work and share resources well. They are aware of aspects of safety, for example in the use of tools. They are proud of their work and keen to show the results of their efforts.
124. The quality of teaching is satisfactory, although time given to this area of the curriculum has been minimal due to the emphasis on literacy and numeracy. Teachers are aware of the design and make process and the QCA scheme has increased teachers' confidence in delivering it. Planning is satisfactory and enables pupils of all abilities to collaborate and achieve well. There is also a good clear policy produced by the co-ordinator to give guidelines on the developmental process. Resources are good with more than adequate materials and tools. Assessment is unsatisfactory, and the time allocated for design and technology, in rotation as it is with art, is not really sufficient to help pupils make as much progress as they could.

## **GEOGRAPHY**

125. No judgement on pupils' attainment has been made because of insufficient evidence. The evidence on which other judgement is based includes three lesson observations, none at the end of a key stage, scrutiny of teachers' planning and discussion with staff and pupils.
126. The majority of pupils make satisfactory progress in developing their geographical knowledge, understanding and skills in both key stages. Younger pupils in Key Stage 1 learn about different types of weather in different places and how it affects what people wear. Higher attainers are eager to talk about how the clothes they wear depend on weather conditions. There is no significant gender difference in pupils' learning, but EAL pupils make relatively slower progress. Key Stage 2 pupils continue the study of weather and find out about weather patterns, obtaining information from an atlas. In discussion, higher attainers explain what they have learnt about the equator. Most pupils develop map-reading skills, as was demonstrated by a Year 5 group engaged in learning how to show world rainfall on a chart. Older pupils have started to locate and use symbols to represent hot and cold continents on a map. All of this enables pupils to consolidate and extend geographical vocabulary, such as 'climate'. Pupils show positive attitudes, overall, to developing their geographical skills throughout school. They are co-operative, well behaved and share resources sensibly.

127. The quality of teaching observed is satisfactory in both key stages. In Key Stage 1, clear objectives and task explanations reflect a secure subject knowledge. Teacher intervention enables pupils to focus on learning points such as choosing the appropriate clothes to match the weather conditions. Teaching in Key Stage 2 is generally characterised by secure subject knowledge, sound planning and effective use of resources. Planning is linked to National Curriculum programmes of study. Good use of the world map elicited key words such as 'continent' from Year 5 pupils. The use of illustration and symbols enhanced pupils' map-reading skills in another Year 5 lesson, and this made it easier for pupils of all abilities to locate hot and cold continents on a map. Assessment through questioning helped some pupils to deepen their understanding of some of the physical features of a place. For example, the question 'Why is Africa yellow' helped to clarify understanding of Africa's hot climate. There are, however, missed opportunities in short plenary sessions for reinforcement of learning. Teachers providing additional language support to pupils from minority ethnic groups work in successful partnership with mainstream staff.
128. The development of a curriculum framework and the adoption of the Qualifications and Curriculum Authority scheme of work show a clear improvement in the teaching and learning. Resources have also been improved in that they are now centralised. Assessment, which was identified as a weakness by the last inspection, remains an area for development. The school has already identified the need to promote the use of information and communication technology. The co-ordinator is conscientious and keen on improving pupils' standards in geographical knowledge and skills, but her role does not include monitoring of teaching.

## **HISTORY**

129. Standards attained in history at the end of both key stages are in line with expectations for pupils of similar age and ability, nationally. History is accorded an important place in the school curriculum.
130. Satisfactory improvement has been made since the last inspection. Attainment at the end of Key Stage 2 is now in line with expectations nationally and pupils receive adequate coverage of National Curriculum programmes of study. Resources are adequate and easily accessible.
131. In Key Stage 1 pupils demonstrate a very clear understanding of past and present when studying the difference between homes in the past compared to the present. They understand clearly the reasons for the differences between modern toys and those used by their grand parents relating these to technology and the use of new materials. They further develop a good awareness of chronology using artefacts, pictures of the past and stories about life in other times. They gain experience of historical techniques by examining a collection of artefacts from which they deduce information about the period in history. They study the life of people in the past including Florence Nightingale. They know that she nursed the sick and wounded soldiers in the Crimea at a time when nursing care was not of a satisfactory standard. They know that she contributed significantly to the development of nursing care as we know it today. In their study of the Great Fire of London they understand well the reasons for differences in the quality of the fire services then, compared to today. They understand why the destruction was so quick and widespread, and the reasons for building with bricks following the disaster. They compare successfully the quality of seaside holidays in Victorian times with the present.
132. In Key Stage 2 pupils learn about selected periods of the history of Britain from Roman times to the present. They understand the reasons for the Roman invasion of Britain and appreciate the impact of their occupation. They satisfactorily examine the response

of the Celts to the Roman occupation of Britain but recognise the contributions made by the Romans. They appreciate the importance of the evidence remaining in the landscape to remind us of the past. They understand well the importance of archaeology in our reconstruction of the past and learn about Roman mosaics, the life of Roman settlers and the differing roles of men and women in those times. They extend their appreciation of chronology when they study the sequence of invasions by the Anglo-Saxons and the Vikings. By the end of the key stage pupils understand how the monarchy influenced the lives of people in Tudor times and the impact of past decisions on the present. They make good detailed studies of the life of Henry V111 and know that the role and power of the monarchy was very different from today. Year 4 pupils make cross-curricular links when they tabulate information in two parts analysing the problems facing the king and possible solutions he could have found. They acquire a good understanding of the major differences between the rich and the poor in Victorian times and examine clothing and study photographs and other sources to find out what life was like for children living in Victorian times. By the end of the key stage pupils have learnt about Ancient Greek civilisation and the contribution which it made to modern life in, for instance, democratic government and sport. Year 6 pupils empathise with people in the past who lived through the Second World War and reflect on ways we can learn from happenings in the past. Some pupils make use of the Internet to obtain additional information and to present their work and thus enhance their learning. They begin to develop their own research skills to find out about topics in history, from books, videos, artefacts and by asking questions. They show respect for property and handle artefacts with care.

133. The quality of teaching is at least satisfactory, and occasionally good. From the analysis of pupils' work in their books, work on display and through talking to teachers and pupils it is evident that pupils acquire a sound sense of chronology as a result of what they are taught. Teachers have good knowledge and understanding of the subject and work is well planned across year groups. Satisfactory use is made of visits to museums and places of historical interest. Key Stage 2 pupils visit the Norman castle in Colchester and analyse the evidence for Celtic life there, before the Roman invasion. As a result of the interest of their teachers, pupils develop confidence when talking about the past as they build up their vocabulary of historical terms.
134. The management of the subject is effective. The co-ordinator has a clear vision for the subject. There is a clear policy and a scheme of work based on the optional Qualification Curriculum and Assessment recommendations, which help to ensure continuity and progression. The coordinator monitors the curriculum by helping with planning across year groups but there is as yet a lack of opportunities to monitor teaching to ensure consistency across the subject and the dissemination of good practice. There are insufficient procedures in place for assessing pupils' progress and to inform teachers' planning so as to make an impact on raising standards. There are adequate resources for the delivery of the curriculum supplemented by loans from the local authority central services. These include artefacts, photographs, posters, videos and teaching packs on particular topics. The subject makes an important contribution to the social, moral and cultural development of the pupils in the school.

## INFORMATION AND COMMUNICATION TECHNOLOGY

135. The standards achieved in information and communication technology are in line with expectations nationally. This is a satisfactory improvement since the last inspection.
136. The previous inspection report stated that attainment at the end of both key stages was below national expectations mainly because insufficient control or modelling work was being taught. The school has fully addressed this issue, and there has been a very significant improvement in provision for the subject. Teachers are fully involved in the direct teaching of information and communication technology; there is a co-ordinator for the subject; there is a policy and scheme of work detailing what is to be taught. Clear guidance and support for teachers through in-service training have been provided and there is enthusiasm and commitment to improve standards. Pupils now have opportunities to practise using the computer. Overall progress is good but the limited time in which the computer suite has been in use has not yet allowed attainment to rise above expectations.
137. In Key Stage 1 pupils log on, using the correct password and selecting the right icon for set up, operate the mouse competently to select choices, combine text and graphics and save their own work. They can click and drag, rotate and label, combining text and graphics as for example when Year 2 pupils work in pairs on a simulation exercise to create weather forecasts. They successfully use Colour Magic to create a firework display by selecting different colours and using appropriate lines and flood fill. Younger pupils confidently use Window Box programs such as My World English to practise word building or My World Mathematics to support their number work. They successfully experience control and modelling, using Roamer World. By the end of the key stage they begin to develop confidence in using the computer to retrieve information for specific purposes, such as information on places, to extend their knowledge in geography, and to word process their written work direct on to the computer, make corrections and print the finished product.
138. In Key Stage 2 pupils explore simulations and options, make choices and operate the system effectively. By the time they leave school they have the ability to re-organise text, change font, alter the size of print and change the pattern of presentation. Pupils demonstrate good understanding of the use of word processing and use art programs in Year 3 to combine text and graphics. By the end of the key stage, pupils give commands to the computer, gain experience in control and monitoring, as, for example, in Year 4 designing and creating by repeat pattern a floral design for wrapping paper. In Year 6 pupils use the computer to make a multimedia presentation including pictures, animations, text and sound on the Second World War. They record and analyse information on databases for example in mathematics. Pupils load and save files and use a colour printer. They develop research skills using CD-ROM to find information on topics being studied, for example on life in Victorian times. They have a good understanding of the social implications of advances in information technology and its revolutionary impact and undertake to observe the school rules on use of the Internet. They send and receive e-mail and use the Internet to obtain information from web sites. However, as yet, insufficient use is made of information technology to enhance learning in other subjects of the curriculum.
139. Progress is good when pupils are able to work in pairs in the new computer suite, and they develop confidence in using information technology to advance their skills. They are highly motivated when using the computer, especially if there is an element of gaming or competing against themselves to achieve a high score. In this way learning is accelerated. Regular practice on the computer reinforces the skills they learn and enables them to proceed to the next stage, because they concentrate for a longer period than during less practical activities. They improve their mouse and keyboard skills when

dragging and attaching shapes. The weekly timetabled lessons in the computer suite now provide better opportunities than at the previous inspection for pupils to acquire the necessary practice and skills.

140. Teaching is satisfactory, and sometimes good or better, throughout the school due to the positive attitude of the teaching staff and the support given by the co-ordinator to develop confidence in the teaching of the subject. Work is well planned and pupils are given clear instructions in order to achieve the lesson objectives. Attitudes to learning are very good. Pupils are interested in the subject and are eager to use the equipment. They concentrate well, when working individually or in pairs in the classroom, supporting each other, and sharing the operations fairly. They show respect for property by taking care in the way they handle the computers. They can work independently and have confidence to learn from their mistakes by correcting them. Pupils are generally well behaved; they listen attentively during lessons. They have good relationships with one another, and this contributes positively to attainment and progress. The skilful use of electronic white boards in the classroom generates enthusiasm in the pupils when presenting and evaluating their work.
141. The subject is efficiently managed by the co-ordinator, who is well qualified and enthusiastic about the subject, giving valuable assistance to her colleagues. There is good practice in specialist teaching where teachers with expertise teach computer studies for colleagues who are less confident. All teachers receive training in order to improve their skills to assist pupils whilst working in the classrooms. Monitoring of work is carried out through planning, analysis of the work of pupils throughout the school, and through regular discussions with colleagues. There is a clear policy and a detailed scheme of work based on the Qualifications Curriculum and Assessment recommendations. Computers are used effectively to support all other subjects of the curriculum. The provision of resources is good. There is a new computer suite which allows the teaching of 30 pupils working in pairs. In addition, each classroom has at least one modern computer which is used by pupils during lesson time and this is already having a positive impact on standards being achieved.

## **MUSIC**

142. During the inspection it was only possible to observe a limited number of lessons, all in Key Stage 2. It was clear from these, from talking with pupils and listening to singing and instrumental playing in assemblies, that standards are good and above those found in most schools at the end of the key stage. Pupils' knowledge and skills in listening, performing and appraising are high. This represents an improvement since the previous inspection which reported standards as satisfactory. Although no lessons were observed in Key Stage 1, the work seen in Years 3 and 4 indicate standards at least in line with national expectations for seven-year-olds. Throughout the inspection the focus was on instrumental performance, composition, singing and appreciation.
143. By the end of Key Stage 2 pupils have acquired good skills in sustaining rhythms and layering sounds to texture. Year 5 and 6 pupils know how a pentatonic scale works and can compose short pieces of music using this scale. Performing skills are well established. Pupils work very productively in groups without the need for constant direct supervision, and are confident in explaining what they are trying to achieve. Pupils in Year 3 sing tunefully and, when asked to appraise their singing, use terms such as 'beat', 'drone', 'rhythm' and 'melody' correctly. Year 4 pupils listen carefully to pieces of music in their studies of Tudor period songs and talk confidently about ostinato and pulse. They play and sing rhythms and melodic and harmonic patterns using both graphic and standard musical notation.

144. Attitudes to the subject are very good overall, and in a Year 4 lesson on the pentatonic scale pupils' response was of high quality. For example, they combine pulses, drones and rhythms on a variety of percussion and keyboard instruments to compose and play a piece of music successfully. Pupils listen carefully to pre-recorded music and to others' work. They sing with great enjoyment and work hard to improve their performances in assemblies and at choir practices. These musical activities contribute positively to pupils' spiritual, social and cultural development. Many older pupils choose to join the recorder club and attend regularly. Pupils in Year 3 sing songs unaccompanied with confidence, for example 'Pass Time with Good Company' from the Tudor period. They make good use of their knowledge, tackling new challenges with enthusiasm. They collaborate well and as a result can produce completed compositions by the end of a lesson.
145. The quality of teaching is very good. On three days a week the school employs a visiting music specialist. In the Year 6 classes he works in a team-teaching situation. The quality of technical input and effective teamwork have a positive impact on standards. In the lessons seen the teacher demonstrated a secure understanding of the subject, made good use of the school's resources, and had high expectations of what the pupils should achieve by the end of the lessons. Activities are matched carefully to what pupils have learned previously, and through effective explanation and questioning, pupils make very good gains in music sessions. Such an example was noted in a Year 4 lesson when pupils were encouraged to use their mouth, tongue and breathing to improve the quality and pitch of their singing. In a Year 3 lesson pupils echoed each line of a new song accurately, and kept in tune when singing unaccompanied, as a result of appropriate intervention and participation by the teacher. All lessons have very good pace, and pupils are very well managed.
146. The co-ordinator, who is a guitarist, is a keen advocate of the subject. He has compiled a scheme of work, in conjunction with other members of staff, which includes all aspects of the music programmes set out in the National Curriculum. He ensures that a good range of tapes encompassing a wide variety of world music is in stock, as well as a good supply of tuned and untuned instruments. Assessment in the format of comment sheets is carried out on a weekly basis. Satisfactory extra-curricular provision is made for pupils in Key Stage 2. This includes the school choir and recorder club, and musical performances at school celebrations. A number of pupils are members of the Islington 600 Voices, which perform annually at the local Town Hall. The co-ordinator has a clear vision for the continued development of the subject. A strength of the subject is a well resourced music room which is used regularly.

## **PHYSICAL EDUCATION**

147. Although it was not possible to observe the full range of activities on offer, other evidence such as planning documents and discussions with staff and pupils, indicate that an appropriate curriculum is provided for pupils. Lessons were seen in games, swimming, orienteering and gymnastics.
148. Standards at the age of seven are in line with national expectations. Standards at age 11 in swimming are below national expectations, but skills in games are in line with expectations. This is a similar picture to the one described in the last inspection report.
149. By the age of seven, the majority of pupils confidently and skilfully move around the hall. They have a well developed sense of space and know how to use it. They are aware of their body and the variety of postures it can make, whilst performing the basic skills. They are beginning to think through a sequence of movements, which they perform with increasing accuracy. Pupils make simple judgements about classmates' performance in a sensitive and helpful manner.

150. By the age of 11, about half of the pupils are swimming without buoyancy aids and on target to reach the nationally expected 25 metres by the end of the year. The rest can swim a little, or are non-swimmers. However, they are confident in the water, and most are able to go under the water for about 10 seconds. These standards reflect the fact that many of the pupils, and particularly the non-swimmers, do not go to the baths in their leisure time. In games, pupils practise and improve their passing and receiving skills in rugby. They work safely in pairs, or small groups, and a minority show confidence when demonstrating various skills to the class.
151. The quality of teaching is always satisfactory, or better. Half the lessons seen were good and the other half satisfactory. A good lesson was seen in Key Stage 1; its strengths were:
- the lesson plan emphasised the link between intellectual and physical activity; for instance, pupils were expected to respond to problems set by finding increasingly imaginative solutions;
  - a good warm-up where pupils were directed by traffic lights in the movements they made; this also helped with control and management of a minority of challenging pupils;
  - high expectations of pupils, particularly in terms of answering questions, providing examples and giving feedback on performance.
152. In Key Stage 2, pupils receive good teaching from the swimming instructors at the local authority pool. The top group of swimmers are given clear instruction in how to improve their swimming stroke. The good quality of this instruction had an immediate impact on the use of arms in front crawl. The lower group receive lots of encouragement and the rudiments of good stroke production are being well taught. Expectations are high and a pupil began to swim in the lesson observed. The main impact of this good teaching is that pupils are comfortable in the water: this has much to do with the effective use of buoyancy aids in both groups. In the other good lessons, teachers demonstrate:
- a good knowledge and understanding of the main coaching points, particularly in the Year 4 orienteering lesson;
  - good control and management of pupils;
  - good planning.
153. Consequently, pupils are enthusiastic, enjoy taking part and work together well. However, in the Year 6 rugby lesson the activities that the pupils were engaged in were adequate as starting points for skill development, but the teacher did not know how to extend these and thereby accelerate pupils' learning.
154. At the time of the inspection the newly appointed co-ordinator had only been in the school for a short period. Discussion with the headteacher raised several areas of weakness, for instance:
- there was no policy or scheme of work three years ago ;
  - staff are concerned about problems of behaviour, particularly in Key Stage 2, and this tends to reduce the breadth of the curriculum;
  - several staff are not confident about their ability to teach physical education and would benefit from in-service training.
155. Inspection findings support these views. The school development plan satisfactorily deals with these issues. There is a common desire to improve provision and build on the skills and knowledge developed in Key Stage 1. There is no formal assessment of pupils' skills and knowledge.

## **RELIGIOUS EDUCATION**

156. The standards achieved in religious education in both key stages are in line with expectations. Pupils, including those with special educational needs, make satisfactory progress. They have a very positive attitude to the subject as indicated by Year 6 pupils during a general discussion when they expressed the desire for more religious education lessons.
157. In Key Stage 1 pupils gain a good understanding of the importance of the main Christian festivals of Harvest, Christmas and Easter and the significance of worship. They understand the importance of belonging to a religious organisation and recognise some of the benefits which arise. They identify clearly relationships such as caring for others and nature in general, having friends and neighbours and sharing with others. Pupils are made aware of moral codes embracing forgiveness, love and caring for the world. They know some of the stories in the life of Christ and understand that He is a very special person to Christians. They understand that His teachings and His way of life are used as guides to human actions and reactions. They recognise sequences of events as part of the wonders of nature. They learn about Judaism and its connection to Christianity, the story of Noah, the celebration of Hannuka and religious practices in Jewish homes. By the end of the key stage, pupils are familiar with some of the customs of Hinduism and understand the celebration of Diwali and the significance of light in religious teachings. They discuss confidently how aspects of this religion affect the way of life of its followers as, for example, in the closeness of the extended family.
158. In Key Stage 2 they extend their knowledge of other faiths satisfactorily to include Islam. They recognise the importance of sacred books such as the Bible, the Torah and the Koran and note the similarities between the different faiths as guides for living. They develop greater understanding of the differences as well as the similarities between people of different faiths. They understand the importance of the Mohammed as a leader in the Muslim community. The customs and practices of Judaism, including the celebration of the Sabbath and the rules relating to food, are well understood. They learn about the story of Rama and Sita in the Hindu religion and begin to distinguish good characters from evil ones and the features which distinguish them. Pupils make a survey of religious places of worship in the locality and conduct a survey of members of the class who go to a place of worship. They prepare questions to ask a church leader who visits the school, in order to clarify their thoughts about deeper aspects of religious faiths. By the end of the key stage pupils are beginning to apply their knowledge of religious beliefs to the moral issues in the world. They begin to apply these principles in analysing their own reaction to events. However there is an element of overlap in some topics such as Diwali in both key stages, observed in practice during the inspection, when Year 2 and Year 3 lessons were more or less identical.
159. Since the last inspection standards have been maintained. Additional artefacts have been acquired to enhance the teaching of the subject which is adequately resourced. There is now a co-ordinator for the subject and teaching has improved. However the recording of pupils' work is below expectations and does not reflect the work being done in the school nor does it project the subject as an important part of the school's curriculum. The colourful varied displays around the school do much to enhance the learning environment.
160. The teaching of religious education is satisfactory overall with some good elements. Where teaching is good teachers' subject knowledge is good so that they are able to answer searching questions to the satisfaction of the pupils. The enthusiasm of the teacher is transmitted to the pupils who ask questions and think deeply about ideas which arise. Class management is good and pupils respond with good behaviour and hard work, remaining on target to achieve the objectives of the lesson. High expectations of the teachers result in the pupils concentrating throughout the lesson and the good pace of teaching holds the pupils' interest for the duration of the lesson. Pupils

make progress in their learning as indicated by a Year 4 pupils who during discussion referred to the similarities between religions, discovered through their lessons.

161. The subject is efficiently managed by an enthusiastic and knowledgeable co-ordinator who takes an active part in courses to improve the subject. She is involved in planning as well as monitoring through analysis of pupils' work. There is a clear policy and scheme of work based on the Local Agreed Syllabus and the Qualifications Curriculum and Assessment guidelines. The curriculum is enhanced by the visits made to places of religious significance and by the number of visitors to the school.

### **English as an additional language**

162. EAL pupils achieve well when they receive the correct level of support to meet their needs. Support that is available is provided in the classroom; it is related to the programme being taught to the whole-class. This was seen in a Year 3 literacy session, where the EAL teacher focused on the use of speech marks and explored dialogue. The presence of this specialist support encouraged the pupils to:
- respond and participate more than usual, for instance, by putting sentences into speech bubbles accurately;
  - follow instructions and listen carefully;
  - talk about their learning.
163. Other strengths include:
- teachers working as partners in a classroom, for instance, in a Year 5 art lesson. The partnership ensured that all pupils, including EAL learners remained interested and concentrated on the task set;
  - the level and accessibility of resources;
  - the successful integration of pupils into the school.
164. Unfortunately the appropriate level of support is only available for a part of the year, because the overall level of support provided for the school through the ethnic minorities achievement grant is inadequate. Appropriate support is not available on a regular basis. There are pupils who need assistance but do not receive it currently, for example in the Foundation Stage and Years 4 and 6.
- In a Year 6 mathematics lesson, EAL pupils found difficulty in doing straightforward sums because their English was not good enough for them to understand the instructions. They had no support in this lesson.
  - In a Year 4 religious education lesson, EAL pupils made slow progress in writing their postcard because their knowledge of English was weak and they were not supported by staff who have a good awareness of their needs.
165. EAL pupils generally show positive attitudes to learning. They are co-operative and well behaved. They often have reasonably well-developed concepts associated with primary education, but their limited English, and in some cases none at all, prevents them from participating fully in the lessons. This was observed, for example, in separate mathematics lessons taught to Years 1 and 3, where some pupils knew their numbers but were unable to share their learning or explain their work. There are also instances of pupils going through the daily routine with little understanding.
166. The use of their home language, if and when it is encouraged, facilitates their learning of English, while enhancing their understanding of, and participation in, activities. This was illustrated in a Year 6 art lesson, where the teacher spoke to a pupil in her native French and this helped in her understanding of the task.

