

INSPECTION REPORT

Monkfrith Primary School

Southgate

London

LEA area: Barnet

Unique reference number: 101293

Headteacher: Mrs Jeanette Adak

Reporting inspector: Mrs Patricia Davies
22460

Dates of inspection: 31st October – 3rd November, 2000

Inspection number: 225071

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Knoll Drive
Southgate
London

Postcode: N14 5NG

Telephone number: 020 8368 6020

Fax number: 020 8361 4115

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Jill Hooper

Date of previous inspection: 2nd March, 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Patricia Davies 22460	Registered inspector	Science; Art and design; Design and technology; Pupils with special educational needs; Equal opportunities.	What sort of school it is? How high are standards? How well are pupils taught? How well is the school led and managed?
Pauline Adenwalla 9400	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?
Michael Milton 1723	Team inspector	Geography; History.	
Robina Scahill 27654	Team inspector	Mathematics; Information and communication technology; Physical education; Religious education.	
Elizabeth Wright 8631	Team inspector	English; Music; Religious education; Foundation stage; Pupils with English as an additional language.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Qualitas Education Consultants
Langshaw,
Pastens Road
Limpsfield Chart
Oxted
Surrey
RH8 ORE

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Monkfrith is about the same size as other primary schools, with 205 pupils. There are more boys than girls, which particularly affects some year groups. The proportion of pupils eligible for free school meals is below the national average at 7 per cent. The percentage of pupils with English as an additional language is also low at 4 per cent. There is a high proportion of pupils from ethnic minority backgrounds at 27 per cent. Five per cent of pupils are supported through additional funding. A high proportion of pupils have special educational needs at 29 per cent, an increase since the previous inspection, with most at the earlier stages. Four pupils have statements of special educational need. Evidence from early assessments indicates that children's overall attainment is below national expectations when they enter the reception class.

HOW GOOD THE SCHOOL IS

Monkfrith is an effective and improving school. Standards are above national expectations in speaking and listening and in mathematics for pupils in the current Year 6. They are just above in science. Standards are in line with national expectations in reading and writing skills, but basic writing skills are not encouraged enough across the curriculum. Taken overall, pupils make satisfactory progress as they move through the school. Their attitudes to learning and the quality of behaviour and relationships are very high. Teaching is good overall. Leadership and management are satisfactory, with strengths in the work of the headteacher and senior staff. The unit cost of expenditure for each pupil is high. When all these factors are taken together, the school is currently giving satisfactory value for money.

What the school does well

- Pupils achieve well in mathematics and art, and standards in these subjects for pupils currently in Year 6 are above national expectations. They are just above expectations in science;
- Children in the reception class make a good start to their education because the teaching is very good;
- Pupils have very good attitudes, behaviour and relationships as a result of effective provision for personal development which is clearly understood and accepted by the whole school community;
- Rapid improvements are taking place as a result of very strong leadership and management by the headteacher.

What could be improved

- Standards of writing in English and all other subjects for all pupils;
- The use of assessment information to ensure that work is well matched to pupils' needs so that all pupils make the best possible progress, and to keep parents well informed of their children's achievements.

The school is already focusing on these areas to bring about improvements. The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection in March, 1998, and the school no longer has serious weaknesses. Standards have improved in English, mathematics and science for those pupils aged eleven years old. Standards of behaviour, attitudes to learning and the quality of personal development and relationships have also improved, and so too has the quality of teaching. As a consequence, parental satisfaction in the school's work and achievements has grown. The school has made good progress in tackling the many key issues from the previous report. The curriculum is now both broad and balanced, and consequently, statutory requirements for religious education are fulfilled. Daily management and strategic planning issues have been improved, as has accommodation and the adequacy of learning resources. However, systems for monitoring standards and the quality of work are still developing. Most significantly, the headteacher's influential leadership has created a

positive climate for professional evaluation and development, and the capacity for future improvement is good.

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	A	B	B	D
Mathematics	B	A	A	A
Science	C	B	C	D

Key

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

Results tend to vary each year reflecting in part the small size of each year group and relative changes in proportions of boys and girls, pupils with special educational needs and English as an additional language. Additional focused teaching of groups in English has helped to raise standards, and there is often good planning in mathematics for pupils of different abilities. Results of the most recent tests in 2000 show an increase in the proportion of pupils achieving at the higher Level 5 in all three subjects, particularly mathematics. A high proportion of pupils achieved the higher level in reading, but not in writing. Targets were exceeded in mathematics and met in English, and targets for 2001 have been increased. Inspection evidence for the current Year 6 indicates pupils achieving standards above national expectations in mathematics and speaking and listening skills. They were just above in science. Standards in reading and writing are close to national expectations, but there are not enough opportunities for pupils to develop their writing skills in other subjects. Standards for pupils in the present Year 2, are similar to Year 6 in speaking and listening and science, whilst they are close to national expectations in reading, writing and mathematics. However, handwriting skills are not well developed. Standards in information and communication technology, religious education, history and design and technology at Key Stage 2 are satisfactory. Achievement is good in art and for singing. There was not enough evidence to make judgements about achievement in geography and design and technology at Key Stage 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils clearly enjoy coming to school Their very positive attitudes and high levels of concentration and effort make a significant contribution to their learning.
Behaviour, in and out of classrooms	Very good. Pupils respond well to school expectations. There have been no exclusions.
Personal development and relationships	Very good. Pupils are courteous and sensitive to others, and are keen to take on responsibilities and use their initiative. The quality of relationships is strong.
Attendance	Satisfactory. The school has introduced more robust procedures to improve attendance and punctuality further.

TEACHING AND LEARNING

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

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

The quality of teaching was satisfactory or better in 95 per cent of lessons. It was good in 32 per cent and very good in 24 per cent. Teaching was unsatisfactory in 5 per cent of lessons. Teaching is strongest for the very youngest children. It was also stronger at the ends of Key Stages 1 and 2, and this is helping to raise standards, particularly in mathematics. Effective teaching is characterised by well-planned and organised lessons with high expectations. These factors ensure high levels of interest, attention and concentration from pupils. English and mathematics are satisfactorily taught overall. Science is generally well taught, but activities are not modified enough to meet the needs of all pupils, particularly higher attainers. There are not enough opportunities to use computers in lessons. In all other subjects too few lessons were seen to make an overall judgement about teaching.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Both broad and balanced. New national guidance material has been adopted, but is not fully established in all subjects. Extra curricular provision is very good.
Provision for pupils with special educational needs	Generally satisfactory. Documentation is detailed and conscientiously maintained, but information is not easily accessible. A review of current systems is planned when the new co-ordinator joins the school in January.
Provision for pupils with English as an additional language	Sound. The needs of these pupils are satisfactorily met in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good for social, spiritual and cultural development, and very good for moral development as it is a natural feature of everyday life in the school.
How well the school cares for its pupils	Satisfactory overall, with strengths in the consistent approach to monitoring and promoting good behaviour. There are now common assessment systems, but the information is not used enough to ensure work is matched to pupils' needs, or give pupils a clear idea of how they can improve.

The school has good links with parents, and the information it provides is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is very effective, and has made a positive impact on the school's climate for learning and on the staff's commitment to raising standards. The contribution of senior and key staff is developing well.
How well the governors fulfil their responsibilities	Wholly supportive. Key governors are effectively involved in developing the governing body's work, but governors do not yet play a sufficiently active role in shaping the school's strategic priorities.
The school's evaluation of its performance	Monitoring systems are established, but senior staff and co-ordinators are not yet involved in monitoring the quality of teaching and learning. The governing body's monitoring role is developing.
The strategic use of resources	Satisfactory overall, but the school has yet to devise formal systems for judging the success of its financial decisions. The use of best value principles is developing.

Staffing levels, accommodation and learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good; • Children like coming to school; • The school helps children to become mature and responsible; • Children make good progress in their learning; • They feel comfortable about approaching the school with any questions or problems; • Teaching is good. 	<ul style="list-style-type: none"> • The amount of work they are expected to do at home; • How well parents are kept informed of their pupils' progress; • The range of activities outside lessons.

Inspection findings largely reflect parents' positive views of the school. The school has already begun to respond to the concerns of parents about homework and communication about progress. Extra-curricular activities were found to be good. Inspection evidence supports parents' views concerning information about their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Although year groups vary, initial assessments from last year, taken in the first few weeks after children had joined the reception class, indicate that attainment on entry to this class is below national expectations overall, and particularly in language and literacy and mathematical skills. It is above national expectations in personal, social and emotional development. Children make good progress in the reception class because of the very good teaching. By the end of the Foundation Stage, attainment is above those expected in personal and social and creative skills. It is similar to expectations in all other areas. Whilst achievement in language and literacy skills is close to that expected nationally overall, many of the children currently in this class do not yet have confident writing skills or knowledge of letter names and sounds.

2. In the most recent tests for eleven year olds in 2000, unvalidated results indicate that standards were well above national averages in mathematics, whilst they were above in English and close to the national average in science. In comparison with schools having a similar low percentage of pupils eligible for free school meals, the results compared favourably in mathematics where they were also well above the national average. The comparison was less favourable for English and science, which were both below the national average. However, the school has had some success in raising the percentage of pupils achieving at the higher levels in these tests. The proportion of pupils achieving the higher Level 5 had increased in all three subjects in 2000, and particularly in mathematics. Whilst a high proportion of pupils also gained the higher Level 5 in reading, only a small percentage gained this level in writing, adversely affecting the overall results in English. In the national tests for seven year olds in 2000, results indicate that standards were above the national average in mathematics and similar to the national average in reading. However, they were well below in writing, where very few pupils achieved the higher Level 3. The proportion of pupils achieving Level 3 in mathematics and reading had increased on that of the previous year. In comparison with similar schools, these results were below national averages in mathematics and well below in reading and writing. Teacher assessments in science for these pupils showed an increase in results in 2000 on those in 1999, particularly at the higher level.

3. The school's targets for pupils aged eleven years were exceeded in the national tests in 2000 in mathematics, and met in English. Both targets have been increased for the tests in 2001.

4. As well as being small, year groups tend to vary, particularly in terms of proportions of pupils with special educational needs and English as an additional language. Proportions of boys and girls also differ. These factors in part account for differences in test results year on year, and for differences in the relative performance of boys and girls. However, since the previous inspection, the school has worked hard to tackle issues relating to achievement. Additional literacy and writing workshop groups have been put in place, and work planned more effectively for pupils of different abilities in mathematics. Attention has also been directed at science, although its development has given way to the demands of literacy and numeracy developments. As a result, there has been a marked improvement in mathematics in the last two years, and an improving trend in science.

5. Standards have improved on those found during the last inspection in 1998, most significantly in English, mathematics and science. Pupils now make satisfactory progress overall as they move through the school. They make good progress in mathematics, helped by good quality teaching of mathematics at the ends of both key stages. Inspection evidence this time suggests that pupils in the current Year 6, at this early stage of the school year, are achieving standards that are above those expected nationally in mathematics and in speaking and listening. Standards are just above national expectations in science. Standards are close to national expectations in reading and writing, although

writing standards are prevented from being any better because of the lack of opportunities for pupils to write at length in other subjects, and to use the literacy skills they have learned in English in other lessons. Speaking and listening skills for pupils in the present Year 2, are also above national expectations, and just above in science. They are close to expectations in mathematics, reading and writing. However, pupils make unsatisfactory progress in the development of handwriting during Key Stage 1 because they are not encouraged to apply the skills they learn throughout their work in all subjects. Standards in information and communication technology are in line with national expectations for pupils in both Years 6 and 2, although they do not get enough opportunities to use computers to practise their skills. Pupils are now also satisfactorily meeting the objectives of the locally Agreed Syllabus for religious education. Numeracy skills are well used across the curriculum, but literacy skills are not well promoted in writing.

6. Pupils listen well, and the majority speak clearly, adapting their language to different situations. Pupils also enjoy reading. Those in Year 2 read confidently, and higher attainers express opinions about their books. Others are less confident in talking about texts and lower attainers do not always have enough phonic knowledge to help them tackle unfamiliar words. Spelling is generally accurate for most pupils, and higher attainers complete lively writing with full stops correctly used. However, standards of handwriting vary and lower attainers have poor pencil control. Pupils in Year 6 compare the styles of different writers and use them to influence their own writing. They are less confident in their knowledge and use of non-fiction material to gain information. Higher attainers organise their work into paragraphs and use punctuation within sentences. Handwriting is joined and fluent. When given the opportunity, pupils write with interest and imagination.

7. By the age of seven, pupils add and subtract confidently up to 100, and higher attainers understand place value to 1000. Pupils apply their skills to solve problems, and use standard measures for linear measurement. By the age of eleven, pupils' understanding of place value has increased to include the use of decimals. They are developing good mental skills and chose appropriate number operations to complete problems, for example in area and perimeter work. In science, pupils in the current Year 2 have a good knowledge of electricity, use correct terminology and understand the need for safety. They conduct simple experiments, and higher attainers are beginning to explain and record their findings with increasing clarity. In Year 6, higher and middle attainers are clearly linking cause and effect, and display a good scientific knowledge. They confidently use electrical symbols to complete diagrams, and continue to make good use of scientific vocabulary to explain concepts and what is happening during experiments. Higher attainers do this well. There is, however, less evidence of pupils making predictions or organising their own experiments, and standards of presentation vary.

8. Achievement in art is good at both key stages, particularly as the result of whole school initiatives, such as art days. Good standards in singing have also been maintained since the last inspection, and many pupils benefit from instrumental tuition from visiting specialists. Pupils are now achieving satisfactorily in religious education. Achievement is satisfactory in history and in design and technology at Key Stage 2. There was not enough evidence to make overall judgements about achievement in geography, or in design technology at Key Stage 1.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school are very good, and have improved further since the previous inspection. This supports the learning and progress of all pupils well, and is a strength of the school. Pupils like coming to school and are clearly happy and secure. This positive feature of the school was endorsed by parents in their questionnaires and at their meeting. During this inspection, pupils' attitudes and behaviour were never less than satisfactory in lessons, and indeed, were good in 37 per cent of lessons, and very good in 47 per cent. Pupils settle to work quickly and are very positive and enthusiastic. They listen very attentively to all staff, to other adults and to each other. In most lessons, pupils ask and answer questions confidently, as was seen in a Year 4 science lesson when a visiting radiographer gave a talk on bones. Where teaching is strong and expectations appropriate, pupils

maintain good levels of concentration and focus on their tasks. This is true of even the youngest children in the reception class.

10. Pupils' behaviour is also very good. In lessons and in the playground they behave well and are sensitive to one another's needs. During lunch, there is a congenial atmosphere in the dining area. They have a very good understanding of the school and class rules and routines, and they follow them conscientiously. For example, the weekly schedule for lunchtime football. Teachers and other staff are very good role models, and any minor difficulties are quickly and effectively resolved. There were no incidents of bullying or oppressive behaviour during this inspection. There have been no exclusions.

11. Pupils' personal development is very good, and the quality of relationships is a strong feature. When given the opportunity, pupils listen to the views and beliefs of others. Pupils are courteous and, during an assembly for pupils at Key Stage 1, they demonstrated a clear understanding of the theme of 'caring and sharing'. Pupils respond well to the many opportunities to take responsibility and show initiative. For example, Year 6 pupils help younger pupils with reading and there is an evolving School Council with two pupil members from each year group.

12. Punctuality and attendance are satisfactory, and unauthorised absence is in line with the national average.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching has improved since the previous inspection, and is now good. During this inspection, teaching was satisfactory or better in 95 per cent of lessons. It was good in 31.5 per cent, and very good in 24 per cent. The very strongest teaching was mostly found at the Foundation Stage, in the reception class. There was also stronger teaching at the end of Key Stage 1 and in the two older classes at the end of Key Stage 2, and this is helping to raise standards, particularly in mathematics. Teaching was unsatisfactory in 5 per cent of lessons, a considerable drop on the findings of the previous inspection. This reflects the headteacher's monitoring of teaching quality and the conspicuous willingness of staff to look critically at their professional performance. Whilst mathematics is satisfactorily taught overall, work is often challenging, and well matched to pupils of all abilities, especially higher attainers. Scientific vocabulary is well promoted in science lessons, but activities are not planned well enough to meet the needs of all pupils, particularly higher attainers. English is satisfactorily taught, but there are not enough opportunities for pupils to write or use their literacy skills in other subjects. Too few lessons were seen to make overall judgements about the quality of teaching in other subjects, including information and communication technology and religious education. Inspection evidence indicates, however, that there are too few opportunities for pupils to use computers in lessons. Many pupils benefit from specialist teaching in music.

14. Lessons are well organised. An orderly, well-planned literacy lesson at Year 4, enabled all pupils to take a full part. As their tasks had been carefully explained, they were clear about what they had to do and were therefore able to get on and work at a good pace. In the best lessons, previous learning is well used as a basis for present work. For example, in a science lesson at Year 5 about filtration, the teacher carefully explored and reinforced the pupils' previous experiment to prepare them for recording what they had done. In this lesson there was a good balance of direct teaching, pupil discussion and task to keep pupils alert and interested. There were also high expectations of what pupils were expected to achieve, to which pupils responded well: this showed clearly in the good standards of presentation in their written work. Challenging expectations also characterise most mathematics lessons. This was true of a mental mathematics session for pupils in Year 6, where questions were effectively matched to individual pupils and became increasingly more difficult. Pupils remained keen and alert, and this pace was maintained throughout the subsequent activities with pupils moving quickly from one activity to the next, making decisions and co-operating well. Pupils also respond eagerly to first hand experiences in science at Key Stage 1. For example, they looked round the school to identify electrical appliances, and this enlivened and informed their

subsequent discussion. Resources are also well prepared and used to support learning and to help pupils make a quick start to their work. In a religious education lesson at Year 3 on Buddhism, for example, a calm and thoughtful mood was created by the use of music to help pupils become aware of the effects of meditation. Support staff work effectively with groups of pupils during activities and are generally well briefed about what they have to do. Behaviour is well managed. Pupils are treated with warmth and sensitivity, and this is reflected in their very good relationships with each other.

15. Where teaching has weaknesses, work is not challenging enough and as a result pupils become noisy, lose interest and do not make enough progress. Support staff are not used as effectively during whole- class sessions, when they do little more than sit and listen. Occasionally, lessons are too directed by the classteacher and this inhibits pupils using independent learning skills. Not enough use is made of ongoing assessment to plan lessons.

16. The teacher of the children at the Foundation Stage has a very good knowledge of their needs and has high expectations of what they can achieve. Learning is carefully structured in lessons for children of all abilities, for example, imaginative activities in the role play area. The use of resources brought in by the children together with careful questioning, helped children to clarify and develop their ideas when discussing the world around them and their own homes. A warm and encouraging manner from all adults creates a positive climate for learning and, as a result, all children are happy, confident and responsive. Those children with special educational needs and English as an additional language are also well supported. The support assistant works very closely with the class teacher and often models the teachers' instructions to the pupils, such as modelling actions in physical education lessons so that pupils can follow instructions visually as well as orally.

17. Those pupils with special educational needs are satisfactorily taught in lessons, and activities are generally appropriate. However, these pupils sometimes need more support for their writing tasks in literacy lessons. Support staff liaise closely with teachers to plan and match work, and generally provide effective help during activities. For example, there was particularly good support for a pupil in a physical education lesson developing small ball skills at Year 4. Good management of behaviour allowed this pupil to take a full part in the lesson. However, these staff are less well used during whole class discussion when their role is largely passive. There is sound support for those few pupils with English as an additional language, and activities in lessons generally meet their needs.

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

18. Since the previous inspection the school has made sound improvements in many areas of curriculum provision that were identified as needing attention. There has been good improvement to religious education, and the school fulfils statutory requirements in meeting the objectives of the locally Agreed Syllabus. The curriculum is now generally both broad and balanced, and covers all National Curriculum subjects. The National Numeracy Strategy has been well implemented and is making a positive impact on standards in mathematics. The good art curriculum is further enhanced by whole- school art days when pupils complete work in a wide range of media and materials. Strengths in the music curriculum have also been maintained. National guidance material has been introduced for all subjects to support planning. Other time issues highlighted in the last report have been addressed and lessons now start punctually.

19. There are well-defined systems for planning the curriculum in the long, medium and short term at Key Stages 1 and 2. The schemes of work provide a useful framework for teachers to address continuity and progression within all subjects, although they have yet to be fully established in all subjects. For example, in history and geography the school attempts to cover too many topics and consequently does not cover work in enough depth. Neither has the introduction of guidance material for design and technology had enough influence on planning, and some staff confuse activities with those in art. Teachers plan lessons using the whole-curriculum map, and identify learning objectives

within their weekly plans. However, planned work does not always meet the needs of all pupils. This happens particularly in science where all pupils often complete the same activities, and higher-attaining pupils are not challenged enough. Whilst the National Literacy Strategy has been successfully introduced, the skills pupils learn in these lessons are not always applied in their written work in other subjects, for example, handwriting skills at Key Stage 1. In addition, there are not enough opportunities planned in subjects such as science, religious education, history and geography, to complete extended pieces of writing and this is inhibiting pupils' achievement in writing. However, there is additional support in literacy through the 'Additional Literacy Support' fund. This support is carried out very conscientiously and sensitively by the literacy assistant who recognises the importance of developing the monitoring of her work and the impact it is having on standards of literacy. There are now systems in place for monitoring teachers' weekly planning by all curriculum co-ordinators, although this practice has not yet been extended to checking the outcomes of planned work. A homework policy has been introduced and this has enabled the school to develop a more consistent approach to homework.

20. Planning for the Foundation Stage has been revised and takes good account of the Early Learning Goals. There is a bright, lively learning environment and a good range of activities. Individual needs are well met, including those children who have been identified early as having special educational needs, or who have English as an additional language. Mathematics and personal and social skills are particularly well planned for, but outdoor play activities are limited because the outdoor play area is under developed and planning often does not include the use of this area. This reflects the findings of the previous report.

21. There is a sound programme for providing personal, social and health education. The school is in the process of developing a policy that integrates provision for the teaching of health, sex and drugs, and has sought advice from the Borough to support this development.

22. There is satisfactory provision overall for pupils with special educational needs. The present situation is in transition, and the school is awaiting the arrival of the new co-ordinator in January. A strength of the present arrangements is early identification and support. Children are identified in the reception class, and screening at Year 1 triggers extra help where needed through an effective programme that draws on an intensive home-school partnership of structured support. If problems persist, pupils are placed on the register of special educational need in Year 2. Individual education plans contain very detailed targets closely matched to individual pupils' needs, but are too numerous. Documentation has been meticulously maintained, but lacks organisation to ensure that information is easily accessible and that progress is clearly identified. Support staff are assigned to pupils at the highest levels of need, and plan work appropriately with class teachers which is matched to individual targets

23. There is sound provision for those few pupils at the early stages of learning English as an additional language. The school is in the process of developing a programme for those few pupils who are in the early stages of learning English as an additional language. Work meets their needs in most lessons, and they are made to feel a part of the class. For example, they are invited to read books in their first language to class members.

24. Extra-curricular provision is good, particularly in music where the school has extended opportunities for musical provision by introducing three recorder groups. There is a choir of fifty children who meet regularly after school each week and perform both in school concerts and outside school. They have recently raised money for a north London hospice, and have also linked with other local schools to sing in the local church. They are led by the music co-ordinator, whose enthusiasm and specialist knowledge in singing, has contributed greatly to the children's commitment and enjoyment. There are four peripatetic music teachers teaching brass, violin, flute, clarinet and recorder. There are termly woodwind and other instrumental concerts, and the children rehearse weekly in the lunchtime.

25. Links have been established by the headteacher with two local companies who have contributed money to support school initiatives. The headteacher is aware of the potential that the new information and communication technology suite will have for the community and has ideas for developing this as a resource.

26. The school's provision for social, spiritual and cultural development is good. Provision for moral development very good, and this area of the school's work has developed well since the previous inspection. Opportunities for spirituality are provided through the curriculum, especially in religious education, music and art. Acts of collective worship and religious lessons give pupils some time to reflect on issues arising from the themes raised. For example, pupils in Year 3 experienced moments of calm and thoughtfulness listening to music.

27. Great store is placed on the teaching of moral values and on pupils' understanding and keeping of the few but succinct school rules. The behaviour policy places due emphasis on the development of positive attitudes, resulting in pupils' very good behaviour. These positive attitudes are nurtured through circle time.

28. The school expects pupils to take responsibility and show initiative. This is instilled in them from when they start school. The youngest children are encouraged to make decisions and to put away the things they have been using. Pupils throughout the school work well within group activities in lessons, and circle time encourages them to listen carefully to others. They share equipment and resources and collaborate well in lessons by helping and encouraging each other. They co-operate and play well together during playtimes. All staff act as good role models, and encourage pupils to play their own part in maintaining this caring environment.

29. Provision for cultural development is good. The school celebrates special days and festivals such as Harvest Festival. Pupils have a good understanding of their own culture through their studies in art, music and history. Music lessons enable pupils to play musical instruments from other countries. Wide ranging instrumental tuition leads to good individual achievement and establishes a basis for all to share in musical appreciation. In art, they study the work of artists and traditions from different parts of the world. This is enriched by whole school art days.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school is effective in promoting the health, safety and well being of its pupils. The purposeful and caring influence of the headteacher permeates all aspects of the school life in a positive way, and staff know pupils well.

31. The school has very good procedures to promote good discipline and behaviour. It deals effectively with incidents of misbehaviour through its consistently applied behaviour policy and the use of a behaviour book to record incidents of poorer behaviour. Rules are few, but effectively implemented. Good work is celebrated with a picture personally taken by the headteacher, which is pinned on a 'gold' notice board in the reception area. There is also a weekly 'merit assembly' where pupils are awarded certificates and house points for good work and behaviour. Parents indicated in their questionnaire that they are pleased with the good standards of behaviour.

32. The recently appointed premises manager makes a good contribution to the school by helping to make a problematic site as pleasant a learning environment as possible, and by undertaking regular health and safety checks. New gates and repairs to fencing as well as some internal improvements have been identified as priorities, and the school has a planned programme of improvements. Plans to build an information and communication technology suite are well advanced.

33. The school has satisfactory child protection procedures. Liaison with outside agencies is effective and staff are well informed about relevant issues. Police and other outside agencies visit the school.

34. The school currently has satisfactory procedures for monitoring and improving attendance and punctuality, and is continuing to implement more robust procedures to monitor and improve attendance and punctuality. However, the school is aware that it must emphasise to parents further the significance of good attendance on their children's achievement. The marking of registers is now satisfactory and complies with statutory regulations. Each week classes are awarded a 'Punctuality' certificate for exemplary timekeeping.

35. Since the last inspection the procedures for assessing pupils' attainment and achievements have improved and are now satisfactory. Assessment has been rationalised and now all teachers have a common format to record pupils' achievements. In English, this assessment identifies those pupils who would benefit from Additional Literacy Support. In mathematics, it is used to group pupils so they can be given appropriate work in each class. This has proved to be effective in raising standards in mathematics. In science, records are kept on how well pupils achieve in each area they have covered. There is ongoing assessment and samples of work build up a profile of the pupils' work as the move through the school. The quality of marking has improved. Praise is well used to encourage pupils. It is consistently done and often detailed, although it does not always give pupils enough information about how they can improve

36. The school uses baseline assessments to plan appropriate work when pupils start school. National Curriculum and annual national test results are analysed and used to monitor pupils' progress. This helps teachers to make accurate assessments of pupils at the age of seven and eleven. However, the school is not yet using assessment information enough to plan work to match the needs of individual pupils in all subjects. Where it is happening, for example in mathematics, pupils of all abilities are well challenged in their activities during lessons. Pupils are not set individual targets to encourage them to achieve more or to give them a clear knowledge of their own learning. Neither are assessments in science used to plan work in lessons for pupils of different abilities, particularly higher-attaining pupils. In English, progress in handwriting is not well tracked, particularly at Key Stage 1. The use of evaluation sheets has been introduced recently but, although teachers identify pupils' strengths and weaknesses, they are not yet using this in their planning. Satisfactory systems have been established at the Foundation Stage for tracking the achievement of children's language and literacy skills, but formal systems have not been developed for other areas of their curriculum.

37. Assessment arrangements for those pupils with special educational needs are satisfactory, and are due to be reviewed when the new co-ordinator takes up her post in January. Targets on individual education plans are reviewed termly, and parents are well involved. Support staff keep ongoing notes of pupils' progress and share these with class teachers. Conscientious and detailed notes have also been kept about pupils in their files, but the information is not well organised and is therefore difficult to extract and use for future planning. Assessment systems for the few pupils at the early stages of learning English currently follow the pattern of whole school assessment systems.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. Since the last inspection, the school has successfully built on and extended its working relationship with parents, and it is now good. The views of parents, expressed through their questionnaire and letters and at their meeting before the inspection, show that their satisfaction with the school's work has increased. They feel standards have improved, and the school's ethos is now focused and welcoming. They attribute much of this improvement to the headteacher's influence, and also to the positive attitude of staff. Their main concerns are inconsistencies in the setting of homework and a lack of feedback about the progress their children make. They would also like more extra curricular activities, although they appreciate the value of such events as the whole-school art days. Inspection findings confirm the parents' feelings about the good level of improvement that has been made by the school since the last inspection. Inspection evidence also found extra-curricular activity to be good. In response to parental concerns, the school has already introduced a homework

policy and the amount of homework increases with the age of the pupil. The comments and feedback in the homework diaries are largely satisfactory. However, inspection findings confirmed in part parents' views concerning information about children's progress.

39. Parents make a good contribution to the life of the school. A group of parents run a weekly session where parents can bring their small children and chat over breakfast. A very active Friends of the School association contributes significantly to the school's work through its funding of the school band. Its funds this year are targeted for playground improvements. Parents also come into school to hear pupils read, and a parent plays the piano for the school choir.

40. The school provides satisfactory information for parents in the prospectus, letters and annual governors' report. There is a home school agreement which promotes good attendance. There are also two parent consultation evenings each year to discuss the child's curriculum, progress and areas for development. However, annual reports to parents give only limited information about what children have learned. They do not always identify what individual children need to do to improve or what parents can do to help. This inhibits the degree to which parents can contribute to their children's learning at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. During the last inspection the school was found to have serious weaknesses, and this is now no longer the case. The headteacher gives strong, sensitive and influential leadership, and has made a very positive impact on the school's expectations of learning and on creating a climate of constructive discussion about professional practice. This was clearly acknowledged by parents at their meeting before the inspection. As a result of this positive ethos, all staff are eager to improve their expertise and practice and to raise standards, and the capacity for further improvement is good. Despite the school having many challenges to face in a significant range of areas, there has been good improvement since the last inspection, particularly in raising academic standards, improving the quality of teaching and further promoting pupils' commitment to their work. The headteacher has a clear strategic vision of how the school needs to develop, and priorities for improvement are entirely appropriate. Senior and key staff play a much greater part in the school's leadership and management, although their monitoring role has not yet been fully developed. This is true also of the governing body. Whilst they are wholly supportive of the school's endeavours, they are not yet active enough in helping to plan the school's strategic direction or in monitoring the outcomes of its work.

42. The deputy headteacher works closely and supportively with the headteacher, and fulfils her whole school responsibilities well. Senior staff now have clear roles and responsibilities, and good lines of communication are ensured through regular senior staff and key stage meetings. Subject areas are satisfactorily co-ordinated and managed overall, with good co-ordination of mathematics. However, although planning is carefully checked by co-ordinators, they do not yet play a role in monitoring teaching and pupils' learning within their curriculum areas. However, the headteacher regularly and frequently observes teaching and gives feedback, and plans are already in place to extend this practice to other senior staff. Good use has also been made of local education authority advisers to support teaching in literacy and numeracy. As a result, the National Strategies for Numeracy and Literacy have been well implemented. The co-ordination of provision for those pupils with special educational needs is currently satisfactory. The previous co-ordinator has just left, and an appointment for the coming spring term has already been made. Meanwhile, the headteacher is temporarily managing this area of the school's work.

43. Those staff who are new to the school are given sound formal support, and the deputy headteacher acts as mentor to newly qualified teachers. Informal help and guidance is good, and reflects the positive team spirit amongst staff. Professional interviews have been introduced in response to the key issue in the last report, and the school is putting arrangements in place for Performance Management.

44. A well-organised structure of governor committees has been established since the last inspection, and the governing body satisfactorily fulfils its responsibilities. All governors have been linked to a subject, and there have been visits to see the school at work. Some key governors have a clear understanding of how their role can be improved. The chair of governors, for example, in liaison with the school, is currently drawing up a policy and etiquette for governor visits to improve monitoring and to give the governing body a more informed view of the school's work. A long-term development plan has also been produced, with a review of previous achievements clearly forming the basis for future planning. However, areas identified for development are broad and lack specific detailed planning in the shorter term, for example in relation to standards of achievement. Whole school aims have now been established. These are well met with regard to pupils' behaviour and their respect for others, and those aims relating to improving pupils' achievement and the quality of teaching are being realised with increasing success.

45. Funding is now clearly identified in the school's development plan, and it has been well directed in recent years to improving resources. These are now satisfactory overall and good in art, music and physical education. Resources for literacy and numeracy have been given an appropriate focus, and books in particular have been increased. As a result, resources now play a successful role in enhancing pupils' learning in lessons. Resources remain unsatisfactory for design and technology, but the school is aware of this and improvements are planned. There is also a planned programme for improving the school's interior and grounds. Much redecoration has taken place and new furniture has been purchased to improve the learning environment. Most significantly, the school has gained planning permission for a new information and communication technology area to be completed for the next school year. Financial administration is now good, and managed very efficiently by the school's financial officer and local education authority accountant. Those issues highlighted in the very recent auditors' report have already been resolved or are being addressed. Expenditure is properly and regularly monitored by staff and governors. The school is developing the use of the principles of best value, but together with the governing body, has yet to develop formal systems for judging the success of its spending decisions. The use of new technology is satisfactory overall.

46. There is sufficient staff, and their expertise meets the needs of the curriculum. Tuition from visiting music specialists help pupils to achieve good standards in instrumental work. Classroom support staff give careful and effective support to pupils at the very highest stages of special educational need, particularly during activities, but are less usefully used during whole class sessions. Lunchtime staff supervise the dining hall and playgrounds well. Accommodation is now generally satisfactory and much enhanced by high quality displays, particularly of large art work completed during the recent art day. The new and enthusiastic caretaker is being well used to redecorate areas of the school. However, the outside play area for the youngest children in the reception class is under developed. The new library is a valuable resource, but has yet to be used fully by pupils.

47. Pupils make satisfactory progress overall as they move through the school. Standards of achievement are above national expectations in mathematics and art, and just above in science by the time they leave the school at the age of eleven, whilst they are in line with national expectations in English. Pupils have high standards of behaviour and very good attitudes to learning. Teaching is good, and very good for those children in the reception class. The unit cost of expenditure for each pupil is high. Taking all these factors into consideration, the school currently provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve the standards of work and pupils' achievement, the governors, headteacher and staff should:

- Raise standards in writing in all subjects for all pupils, by:
 - giving pupils opportunities to use and apply the skills they have learned in literacy lessons in other subjects;
 - providing more opportunities for pupils to write in other subjects;
 - systematically training pupils at Key Stage 1 to use handwriting skills in all their written work;
 - extend the use of information and communication technology to support the development of literacy skills.

- Use assessment information to ensure that work is well matched to pupils' needs so that all pupils make the best possible progress, and to keep parents well informed of their children's achievements, by.
 - using assessment information to set targets for improvement for individual pupils;
 - reviewing documentation for pupils with special educational needs to ensure that targets are prioritised and that information is more accessible in order to review progress and plan future work;
 - establishing, as planned, a programme of work and assessment for those pupils at the early stages of learning English as an additional language;
 - using marking more fully to include ways in which pupils can improve their work;
 - improving the quality of the annual report to parents by including more information about the areas where their children need to develop and how parents can help;

Other weaknesses which the governors should consider for inclusion in the school's action plan are:

- review the present use of the schemes of work for history and geography to ensure that fewer topics are covered in enough depth;
- further develop design technology by ensuring that all staff plan appropriate activities, reviewing the timetable for design technology so that there is a consistent approach to when it is taught and by improving resources as planned;
- increase the opportunities for pupils to discuss ideas with each other in lessons;
- provide more opportunities in science for pupils to develop independent investigative skills;
- review the deployment of learning support staff during whole class sessions, so they are used more effectively;
- increase the use of the library so that pupils can extend and improve their personal research and library skills;
- develop the use of the outside play area for children in the reception class so that it effectively supports their physical and creative development;
- extend the monitoring role of senior staff and subject co-ordinators in looking at the quality of teaching and learning, as planned;
- establish more detailed targets within the school development plan, particularly in relation to standards;
- complete and implement the policy and etiquette for governor visits to increase their knowledge of the school's work;
- devise formal systems for judging and evaluating the success of financial decisions.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	73

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	24	32	39	5		

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)	N/a	205
Number of full-time pupils eligible for free school meals	N/a	14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	4
Number of pupils on the school's special educational needs register	N/a	59

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	12	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	20
	Girls	11	11	11
	Total	26	25	31
Percentage of pupils at NC level 2 or above	School	81 (83)	78 (83)	97 (70)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	20	20
	Girls	10	11	12
	Total	25	31	32
Percentage of pupils at NC level 2 or above	School	78 (80)	97 (87)	100 (93)
	National	82 (80)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	20	11	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	18
	Girls	10	10	11
	Total	25	29	29
Percentage of pupils at NC level 4 or above	School	81 (77)	94 (70)	94 (77)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	15
	Girls	9	10	10
	Total	25	26	25
Percentage of pupils at NC level 4 or above	School	81 (77)	84 (87)	81 (90)
	National	68 (66)	69 (66)	75 (72)

Ethnic background of pupils

	Number of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	31
Any other minority ethnic group	24

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	23:1
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	81

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.

Financial information

Financial year	00/01
----------------	-------

	£
Total income	449190
Total expenditure	454190
Expenditure per pupil	2216
Balance brought forward from previous year	32603
Balance carried forward to next year	27603

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	164
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	19	0	1	1
My child is making good progress in school.	42	52	4	3	0
Behaviour in the school is good.	54	46	0	0	0
My child gets the right amount of work to do at home.	32	38	22	3	6
The teaching is good.	43	47	3	0	8
I am kept well informed about how my child is getting on.	30	46	19	3	3
I would feel comfortable about approaching the school with questions or a problem.	58	35	6	0	0
The school expects my child to work hard and achieve his or her best.	38	51	4	0	6
The school works closely with parents.	38	42	14	1	5
The school is well led and managed.	49	39	3	1	8
The school is helping my child become mature and responsible.	47	48	0	0	5
The school provides an interesting range of activities outside lessons.	22	48	15	6	9

Summary of parents' and carers' responses

Parental satisfaction is good. They are particularly supportive of the schools' promotion of good behaviour and encouraging mature and responsible attitudes. They feel the teaching to be good, and their children to be making good progress. They also felt comfortable about approaching the school with any questions or problems. Their letters expressed strong feelings that the school had improved since the present headteacher had been appointed, and as a result the school was a more positive, welcoming and well-focused community. They felt standards had risen, and new staff had made a positive impact. The replies in the questionnaires show that some parents have concerns about homework, extra curricular activities and how well they are informed about the progress their children are making. Other concerns in letters, from a small number of parents, were about recent changes to the school's uniform, the state of the playground and support for those pupils with special educational needs.

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

48. The quality of education for children at the Foundation Stage continues to be a strength of the school, as the quality of teaching is very good. The learning environment is bright and lively, and the children benefit from a good range of activities, and colourful and informative displays that both celebrate their achievements and stimulate learning. At the time of this inspection, there were 23 children in the reception class attending full time. Children join this class in either September or January at the age of four. The school carefully supports the children's entry to full time education by having them attend part time for the first four weeks. Year groups vary, but assessments taken in the first few weeks of the children's time in school last year indicate that attainment on entry to the reception class is generally below standards expected of children of this age in communication, language and literacy and mathematical skills. Their personal, social and emotional development, however, are above those expected of children of this age, and particularly their levels of motivation and concentration. No initial assessment results were available for the current year. Children make good progress overall during their time in the reception, and make very good progress in developing their personal and social skills. Children currently at the Foundation Stage are achieving standards above those expected in their personal and social and creative skills. Mathematical and physical skills are similar to national expectations. Overall, language and literacy skills are close to those expected, but many of these children, early in the school year, are not confident with the names and sounds of letters or with writing skills.

Personal, Social and Emotional development

49. Personal and social development is given a high priority, and all children make very good progress. The reception class provides a very secure and caring environment. The pupils play and co-operate well when working together in the role play area. Relationships between the pupils, the class teacher and assistant teacher are very good and the staff provide very positive role models. Pupils clearly understand what is expected of them and very quickly learn how to respond to the teacher's questions by putting up their hands. Their behaviour is very good and they use equipment very carefully. Pupils are encouraged to have high self-esteem and some pupils were very confident when contributing to discussions in a whole class setting.

Communication, Language and Literacy

50. The teaching of language and literacy is satisfactory overall, and children makes sound progress as they grow in confidence and build on what they already know and understand. Speaking and listening skills develop well, as a result of whole class literacy sessions and opportunities for imaginative play in the play area. Children are given opportunities to read in small groups and apply their existing reading skills. They handle books well, and turn pages carefully. Higher-attaining children recognise letter names and sounds and match these to the initial sounds in common words and their names. However, a significant minority of children do not know the names and sounds of letters. All the pupils understand the differences between print and pictures but, again, a significant minority cannot identify the difference between words and letters. All the children use the evidence from the illustrations in books to work out what stories are about, and some middle attainers identify their favourite illustrations and talk about them. Higher-attaining children are able to make predictions about what might happen next in the story. Children have opportunities to make books where they copy or trace the teacher's writing. However, there are limited opportunities for children to write independently or explore the relationships between letters and letter sounds. Some children write their names on their work, but a significant minority are unable to do this and have poor pencil control.

Mathematical Development

51. During the week of the inspection, whole class sessions were used very effectively to teach skills and concepts in number. The class teacher has a very high level of subject knowledge and understanding of pupils' development of skills and concepts in number. A wide range of approaches are used to support the pupils' learning. All the children remained fully involved due to the high quality teaching and the very appropriate support from the classroom assistant. As a result, children make good progress. Very effective use is made of a wide range of visual resources, including a puppet, to teach mathematical skills. All pupils are very motivated to explore counting and one to one correspondence of numbers and objects. They count forwards and backwards within the range of 1 to 20. They explore counting through a wide range of approaches that reinforce the physical movements required to count. They use a drum to beat out the numbers as they count, they jump as they count, and they use their fingers to point to objects. Children with English as an additional language are very well supported by the classroom assistant, and are consequently able to fully participate in lessons. Children also learn the concept of 'more' and 'less' in relation to numbers from 1 – 10. They are able to talk about and recognise squares, rectangles and triangles.

Knowledge and Understanding of the World

52. Teaching is very good and children make good progress. The teacher provides a very good role model and is very alert to opportunities to use children's own experiences and language to enrich the discussion for all children. In whole class sessions the teacher's questions take account of the needs of all children and links are made to other areas of the curriculum. They are supported in making links between their own experiences and the ways in which information is recorded in books, for example when talking about their own homes. Many have a sound grasp of vocabulary, and activities stimulate and challenge them to both use and expand their vocabulary when describing the world around them. Children create models using a range of different materials and use appropriate language to describe materials, such as 'smooth and soft'.

Physical development

53. Whilst the teaching of physical education is good, children make satisfactory progress overall in the development of their physical skills. This is because there are not enough opportunities for outdoor play as the designated outside area is under developed, and there is limited planning for its use. Children move with confidence, safety, control and co-ordination during physical education lessons in the hall. They are aware of space and others, and explore different ways of moving their bodies, such as stretching and bending their legs. They also use these movements creatively, to imagine they are picking apples from a tree. The classroom assistant provides effective support by modelling the teacher's instructions. The majority of children handle pencils, paintbrushes and scissors competently, although some children are still developing pencil control.

Creative development

54. Creative skills are well taught, and children make good progress in expressing and communicating their ideas and feelings through a variety of contexts. Displays outside the classroom reflect children's experiences in exploring paint through a range of techniques such as 'brushing and combing'. They paint with confidence and enjoy selecting and using different colours to express their ideas and experiences. They use toy dinosaurs and sea creatures, which are invitingly arranged in sand and water, to tell stories. Children also explore language in a range of contexts and demonstrate confidence in making imaginary telephone calls in the role-play area. They re-enact scenes with which they are familiar such as meal times, and show a well-developed grasp of how language changes in different contexts.

ENGLISH

55. In the national tests in 2000 for pupils aged eleven years, unconfirmed test information indicates that standards in English were above national expectations, with an increased proportion of pupils achieving the higher Level 5 in comparison with the previous year. However, there were more pupils achieving the higher Level 5 in reading than in writing. These results are below national expectations

in relation to those schools having similarly low percentages of pupils eligible for free school meals. Test results over time have shown some variation against national averages, which reflects in part the small year groups and the impact of changing proportions of pupils with special educational needs and English as an additional language. Differences in the relative performance of boys and girls also vary each year. In the national tests for seven year olds in 2000, pupils achieved standards which were in line with national averages in reading, but were well below national averages in writing. These results were well below national averages in comparison with similar schools for both. Although a greater proportion of pupils achieved the higher Level 3 in reading in 2000 in comparison with results in 1999, few pupils achieved this higher level in writing, reflecting the results of the previous year. Although girls have been performing less well than boys, particularly in writing, there was some improvement in the tests in 1999. The school's targets for 2000 were met in the national tests, and they have set themselves an increased target for tests in 2001.

56. Standards have improved on those found at the time of the last inspection. Inspection evidence shows that speaking and listening skills are above national expectations for pupils aged both seven and eleven years. Standards in reading and writing skills are close to national expectations for pupils in the current Years 2 and 6, but standards of handwriting are below national expectations for pupils in Year 2. This is because whilst pupils have formal handwriting lessons, they are not given enough opportunities to practice these skills in other subjects. Whilst pupils make satisfactory progress in English as they move through the school, they are not making better progress in writing because they lack opportunities to write at length in other subjects, for example geography, history and religious education. However, the school has introduced writing workshops to create more chances for pupils to practise, apply and consolidate their skills. Additional work in literacy also takes place in lessons with small groups of pupils needing extra support at Key Stage 2. In addition, a valuable intensive programme is used in Year 1 to improve the achievements of pupils identified as having difficulties through a partnership of support from home and school. These initiatives are helping to raise standards. Pupils with special educational needs make satisfactory progress, particularly when they are closely supported during group work in literacy lessons. This is also true for other pupils when classroom support staff work with small groups, particularly in writing activities. However, activities for pupils with special educational needs are not always well matched to their particular needs. Those few pupils at the early stages of learning English as an additional language receive satisfactory support and make sound progress.

57. All pupils listen very well. The majority of pupils speak clearly, for example when presenting work or answering questions, adapting their language to match different circumstances. In a science lesson at Year 4, the pupils confidently asked questions of a visitor. However, there are not enough opportunities for pupils to discuss ideas with each other in lessons, although when this does happen it is effective in helping pupils to understand their tasks or share their ideas with the whole class.

58. Pupils enjoy talking about the books they have read. Pupils in Year 2 read confidently, and higher attainers express opinions about their books and have a good understanding of how to use non-fiction material. Middle attainers, however, are more reluctant to talk about the text, and lower attainers have a limited phonetic knowledge to help them read unfamiliar words. Some of the higher-attaining pupils in Year 6 are able to discuss the language used in Shakespearean plays and compare it with language used by writers today. Some pupils are also aware of ways in which reading influences their own writing, for example they have explored the writing of Michael Morpurgo, and written their own pieces in his style. However, these pupils are less confident in using skills such as skimming and scanning to gain information from non-fiction texts. Pupils often use worksheets and video to support their work in history and geography. Pupils rarely use the school library, or consult dictionaries and thesauruses often enough to develop their spelling strategies further.

59. Pupils in the current Year 2 write for a satisfactory range of purposes. Spelling is generally accurate and basic connectives are used to extend ideas. Higher-attaining pupils produce confident, lively writing in simple sentences and with the correct use of full stops. However, standards of presentation and handwriting are variable, with even some higher-attaining pupils using lower and

upper case letters incorrectly. Lower-attaining pupils have poor pencil control and they are not given help with how to improve, for example through marking. Higher attainers in the present Year 6 complete their work in paragraphs and are beginning to use punctuation within sentences. Spelling of more complex words is generally correct. All pupils have fluent, joined handwriting and standards of presentation are satisfactory. This is because pupils in Years 3 and 4 are given handwriting targets to help them improve. When given the opportunity, pupils write with interest and imagination, for example when researching a factual piece about Thomas Edison in science, or enriching their writing with the use of personification. However, opportunities for extended writing are too few, and across the school lower attaining pupils are not given enough support in how to structure their writing.

60. The overall quality of teaching is satisfactory, with some stronger teaching at Key Stage 1. Of those lessons seen, all were satisfactory, and sometimes good and very good. In the strongest lessons, resources are well prepared and used, particularly visual aids and writing guides. This allows all pupils to participate and make progress. Learning objectives are often written up so that pupils are clear about the purpose of their work, and explanations are clearly given. For example, in a literacy lesson in Year 6, the use of personification as a writing technique was carefully explored at the start of the lesson and, as a result, higher-attaining pupils were able to give some exciting examples of their own. However, learning objectives for some group activities are not as well identified in planning, and therefore the purpose is not always clear. Relationships between adults and pupils are very good, even with new teachers early in the school year. This contributes well to the good behaviour of pupils. Where weaknesses occur within otherwise satisfactory lessons, work is not well matched to individual pupils or what pupils have learned previously. Learning support assistants are also less well used during whole-class sessions when they sit and listen and take little part. Sometimes, when exploring texts during whole-group sessions, concepts are not explained well enough to ensure that lower attaining pupils fully understand.

61. The National Literacy Strategy has been successfully introduced, and medium-term planning gives teaching a satisfactory framework. However, skills learnt in these lessons, particularly in writing, are not used enough in other subjects and this inhibits pupils' progress in writing throughout the school. Opportunities to use information and communication technology to practise literacy skills are also limited, although when chances occur, pupils make good use of computers to organise their thoughts. For example, when drafting news reports about the bad weather directly onto computers in Year 4. Assessment systems are developing and targets are being identified for class groups. Progress over time is also being tracked by National Curriculum levels in reading and writing, although targets are not yet identified for individual pupils. Test results are also analysed to identify areas needing development. There is some very detailed marking of pupils' work, but it does not always give pupils enough information to understand what they need to do to improve their writing.

62. The subject is co-ordinated by two teachers who share a high level of enthusiasm for all aspects of literacy. They both provide good teaching role models. One of the co-ordinators is responsible for monitoring teachers' planning, but monitoring is in the early stages of development and co-ordinators are not yet involved in monitoring teaching. The new library and an increase in resources have helped to support the development of the English curriculum well. However, the library is not yet used enough to develop pupils' personal research and library skills.

MATHEMATICS

63. Overall, there has been good improvement in mathematics since the last inspection, and all pupils are now generally making good progress as they move through the school. This is because all lessons are well planned with good provision for pupils with different abilities. The results in the 2000 national tests for pupils in Year 6 were well above both the national average and when compared with similar schools. Standards are improving and there has been a steady increase in the proportion of pupils attaining the expected standards since 1997 with a marked improvement in the last two years. In the national tests in 2000, pupils exceeded the set target. The proportion of pupils achieving the higher Level 5 was also considerably increased on the proportion achieving this level in 1999, with

half the pupils achieving the higher Level 5 in 2000. However, the small number of pupils in each year group and the proportion of pupils with special educational needs have a significant impact on test standards from year to year. In the current Year 6, the standard of pupils' work is higher than expected at this time in the school year.

64. The results of the national tests for pupils aged seven years in 2000 were above the national average, although when compared with similar schools, standards were below the national average. This was an improvement on the results of the previous year, because the proportion of pupils gaining the higher Level 3 increased in the tests in 2000. Standards in lessons and work completed this term show the majority of pupils are working at the expected level in Year 2.

65. By the age of seven, pupils are confident in adding and subtracting numbers to 100. Higher attaining pupils have a good knowledge of place value to a thousand. They can solve problems involving money, and measure accurately in centimetres. They recognise reflective symmetry when it occurs in two-dimensional shapes, can name three-dimensional shapes and compare the number of edges, faces and vertices. By the age of eleven, all pupils have an increasing understanding of place value, including decimals. They can add and subtract several numbers quickly in their heads. They have a good understanding of multiplication and division, which they use to explore number patterns and sequences. They choose appropriate number operations to solve problems involving measures, area and perimeter.

66. Overall, the quality of teaching is satisfactory and has improved since the last inspection. It was unsatisfactory in one lesson at Key Stage 1. However, significantly, there is good or very good teaching at the ends of both Key Stages 1 and 2, and this is helping to raise standards for these pupils. Teachers' confidence and lively introductions to lessons motivate pupils who, in turn, are keen to learn. The pace and challenge of the lessons are increasingly demanding and Year 6 pupils are expected to make decisions about how they organise their own work. Questions are planned to ensure pupils of all abilities are involved in discussion. Lessons are well organised and managed with very constructive relationships between teachers and pupils. Pupils are helped by careful explanations to understand mathematical processes. Clear instructions and sensitive responses draw out pupils' contributions. However, in some lessons the activities that follow the whole-group session are too easy and lead to pupils losing interest in the work. Grouping arrangements and the good provision for higher attaining pupils and pupils with special educational needs has a positive impact on standards. For example, whilst the whole class work on the same topic, higher-attainers are expected to apply their knowledge and skills to solving problems, while lower-attainers work on basic skills. However, there is little additional support for pupils with special educational needs in mathematics lessons so the teachers have to spend a disproportionate amount of time helping them. Resources are used well, especially when made specifically for the lesson. These clarify teachers' explanations and give the pupils practical experience, which leads to greater understanding. Marking is generally good, and comments are both positive and encouraging. Pupils' work is evaluated and their progress and difficulties identified but, as yet, this is not taken into account in future planning. Pupils are given homework, which valuably reinforces the work they are doing in class. As a result of challenging and interesting teaching, pupils are keen to answer questions and demonstrate new learning. They settle readily to tasks and work purposefully, helping and encouraging each other well. They work hard and show perseverance.

67. The National Numeracy Strategy has been successfully implemented. Pupils' mental mathematics skills are improving as a result of the daily practice of counting, adding and subtracting, recalling multiplication tables and reinforcing previously learned facts. Planning includes what the pupils are expected to learn by the end of the lesson, and this is written on the board and shared with the pupils. As a result, a clear focus is given to the lesson and pupils understand the purpose of the work they are doing. Teachers emphasise the correct mathematical vocabulary and, consequently, pupils use it with increasing confidence in their explanations. The session at the end of the lesson is well used to reinforce pupils' understanding.

Numeracy is also used in other subjects of the curriculum. For example, younger pupils make block graphs of favourite foods in connection with their science topic and older pupils generate graphs on a computer to show the rate with which ice cubes melt. Information technology is used to reinforce mathematical knowledge, such as calculating areas of rectangles using a spreadsheet formula.

68. The co-ordinator provides good leadership of mathematics. Teachers are supported through well-targeted training, demonstration lessons and opportunities to observe other lessons. Assessment is used appropriately and the results of statutory and optional end of year tests are used to set school targets. However, although pupils' progress is tracked as they move through the school, this information is not used to set targets for individual pupils. Mathematics teaching is monitored by the headteacher but the co-ordinator is not yet fully involved in this and, as a result, she does not have an overview of the subject or the standards being achieved.

SCIENCE

69. In the most recent national tests in 2000, unconfirmed test information indicates that pupils aged eleven years, achieved standards that were in line with national averages. Pupils achieving the higher Level 5 increased by a small percentage on those achieving the same level in these tests in 1999. The results in 2000 indicate standards that are below national averages in comparison with similar schools. There has been an improving trend in science over time, although results have varied against the national average, reflecting in part the small year groups, and fluctuations in the proportions of pupils with special educational needs and English as an additional language. Proportions of boys and girls also differ in each year group, as does the comparative performance of boys and girls in the tests. Whilst the school has appropriately concentrated on the development of literacy and numeracy over recent years in response to government initiatives, the quality of the science curriculum has been improved and time allocated to the subject is now generally satisfactory. Test results in science have also been analysed to identify areas needing attention in order to improve standards. This has met with some success, particularly in the knowledge and use of scientific vocabulary. Teacher assessments for pupils aged seven years also show an improvement on those in 1999 both in the proportion of pupils reaching the expected Level 2, and those reaching the higher Level 3.

70. Inspection evidence indicates standards to be currently just above national expectations for pupils in the present Years 2 and 6. This is an improvement on the findings of the previous inspection. However, although planned activities give most pupils sufficient challenge, and all pupils make satisfactory progress over time, tasks are often not challenging enough for higher attaining pupils. This is because work is not sufficiently extended or modified to meet their particular needs, reflecting in part the findings of the previous report.

71. Pupils in Year 2 have a good general knowledge about electricity. They use correct terminology when talking about electrical items and their components, and clearly understand the need for safety. They accurately sort household electrical goods according to what produce, for example light, heat or sound. They also understand that some items belong in more than one group, and higher attainers are beginning to express these ideas with growing clarity. These pupils draw the items, whilst some also label them, and higher attainers complete a short piece of writing. They conduct simple experiments to compare body changes after exercise, making prediction and writing about what happened. They also complete a survey on food preferences, recording the information on a bar chart. However, scrutiny of pupils' work suggests that there are limited opportunities for pupils to develop independent scientific skills. In Year 6, higher-and middle-attaining pupils are clearly linking cause and effect, for example when explaining the effects of the length or thickness of wire on the brightness of a bulb. These pupils complete diagrams using electrical symbols with accuracy and confidence, whilst lower attainers are beginning to use them. Higher-and middle-attaining pupils display good scientific knowledge when they complete extended pieces of personal research on Thomas Edison, the higher attainers showing particularly competent understanding of the significance of his work. In a lesson about solutions, when they were experimenting with different materials to see if they dissolved in water, pupils used scientific vocabulary to explain what was happening with

growing confidence, particularly the higher attainers. During whole class discussion, they gave everyday examples of evaporation and reversible and irreversible change. However, in keeping with Key Stage 1, there are not enough opportunities for pupils to develop their investigative skills. There is limited evidence in pupils' work of opportunities for prediction or for pupils to organise their own experiments. Neither are pupils given enough opportunities to record longer pieces of writing about their work. Standards of presentation are sometimes untidy.

72. The teaching of science has improved since the previous inspection. During this inspection, it was good in 60 per cent of lessons, and was never less than satisfactory. The quality of teaching is now well supported by the use of national guidance material to help planning, and by improvements to the quality of resources since the last inspection. In all lessons, resources are well prepared, and this allows pupils to quickly get on with their work. The use of scientific vocabulary is also constantly reinforced in lessons, to ensure pupils give their explanations in a scientific way. This was true of a science lesson at Year 2, where pupils were explaining with increasing confidence how to connect electrical items to the power source using the correct terminology. First-hand experience enthuses pupils at Key Stage 1, for example looking round the school to find things powered by electricity. As a result, Year 1 pupils worked hard and with good concentration to record what they had seen. At Year 4, a talk by a visiting radiographer gave pupils the opportunity to ask thoughtful questions, and this specialist input effectively extended their knowledge and understanding of human bone structure. Where there are clear explanations and high expectations of achievement, pupils respond well and apply good effort. At Year 5, for example, previous work on water filtration was thoroughly re-explored to form a good basis for the next stage of their work. New tasks were clearly explained, pupils were allowed to discuss them amongst themselves and then expectations were again energetically revisited to ensure that all understood. As a result, pupils were making good progress in their understanding and were able to record the step by step process of undertaking their own group experiments. There were also good standards of presentation. However, although discussion sessions allow pupils of all abilities to take part and give higher-attaining pupils enough challenge, activities are not as successful at giving these opportunities because pupils often all complete the same task. This is in part caused by the present quality of assessment. Assessment systems have been improved so that assessments are now based on learning objectives. However, they do not give enough detail of pupils' achievements to enable teachers to match activities to the needs of individuals.

73. The school is aware that it now needs to turn its attention more fully to the development of science. A new co-ordinator has now been appointed. She is keen to build on the good work of her predecessor and take the subject forward, and has a good understanding of what needs to be done.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

74. Limited teaching of art and design, and design and technology were seen during the week of the inspection, due to time tabling arrangements. However, this evidence together with scrutiny of pupils' work on display and of planning shows that good standards of work in art have been maintained since the previous inspection. This is because pupils benefit from a wide range of experiences in art, particularly during whole-school art days. The subject is well led, and the enthusiasm and expertise of the co-ordinator ensures that the subject has an importance place within the school's curriculum. Resources and the secure storage of materials have been improved since the last inspection, and are now good. National guidance material has been usefully adopted to improve the progressive development of process skills and techniques. The study of art work from other countries, such as Mehndi and Rangoli patterns and Aztec and Aborigine designs, make a very good contribution to pupils' cultural development. High quality displays of art work throughout the school, and particularly large scale projects in communal areas, greatly enhance the learning environment.

75. In design and technology, inspection evidence from pupils' work on display indicates that standards of achievement have improved at the end of Key Stage 2, where pupils are now achieving standards expected of pupils of a similar age. There was not enough evidence to make a judgement about standards in design and technology at the end of Key Stage 1. Although the school has also

adopted national guidelines for design and technology, some staff do not have a clear understanding of the discrete nature of the subject and plan activities which are largely art based. In addition, although a suitable amount of time has been allocated to the subject, which is an improvement on the previous inspection, there is no consistent approach across the school to when it is taught. As a result, whilst pupils in some classes have regular and frequent experience of design and technology which allows them to gain a good understanding of all aspects of the design process, in other classes topics are taught as isolated units of work. This reflects the findings of the previous report.

76. Pupils in Year 2, in art, produce papier-mache plates decorated with colourful and good quality designs inspired by Clarice Cliff. They explore colour mixing, and print leaves on painted backgrounds in different shades of green. They paint patterns to music and complete chalk black and white patterns. At Year 6, pupils use postcards of the work of textile artists as a stimulus for fabric prints, using fabric crayons. They also complete almost life-sized papier-mache models of figures. The work of Paul Signac and Van Gogh is studied to produce chalk reflections against a stencilled background. It is clear from the good standards of work that pupils have good attitudes to art and enjoy their activities.

77. Little work in design and technology was seen at Key Stage 1. However, pupils in Year 2 design and make simple cards for celebrations such as Diwali. In Year 6, pupils produce a wide range of hats, with an imaginative use of materials, and to a good level of finish. They modify their designs when they meet difficulties during making them, and complete a final evaluation. Where good teaching was seen at Year 5, the design brief had been clearly established by the teacher. As a result, these pupils carefully and thoughtfully produced a variety of designs and ingredients for a celebration biscuit after testing some commercially produced examples against particular criteria. There were good links with literacy skills, as they started to write a step-by-step list of instructions on how to make them. They took great pride in their work, and standards of presentation were good. The new co-ordinator has good subject expertise, and has already started to improve resources, as these are currently insufficient. There are no formal systems for assessment in either subject.

GEOGRAPHY

78. There was insufficient evidence to make judgements about standards for either pupils aged seven or eleven years of age because pupils have completed little geographical work so far this year. This is because the schedule of work concentrates on history in the first part of the autumn term. However, the work seen was of an appropriate standard, although there was limited evidence of pupils writing at length about their work. Year 6 pupils have a sound knowledge of much of their work on rivers, such as the causes of flooding. Younger pupils drew sound maps of their perceptions of the world. Insufficient lessons were seen to make an overall judgement about the teaching. Strengths of the teaching included a clear, brisk introduction so that pupils could quickly start the practical task, and good first-hand work for younger pupils, including the journeys of a school toy, 'Barnaby Bear'. A weakness was that some older pupils were given a too demanding piece of work on the water cycle although their earlier work on this topic showed some important misunderstandings. This is caused in part by the lack of an assessment system to track pupils' knowledge and understanding.

79. There is a well-organised programme of topics for geography throughout the school but these include more topics than the National Curriculum requires. For example, Key Stage 2 pupils study both rivers and coasts. In contrast, the work completed on rivers does not cover the whole scheme of work used by the school. There is a shortage of some resources, including vertical aerial photographs of the school's locality. The school follows the national guidance for teaching history and geography, but does not have a way of recording their evaluation of good practice in this guidance.

HISTORY

80. Standards for both seven and eleven year old pupils match national expectations. Pupils in Year 2 are aware of a range of historical sources and some write clearly and at length about the life of Florence Nightingale. They compare a modern hospital with the one Florence worked in at Scutari. Younger pupils classify artefacts as being from the past and present, and make timelines of their own lives, effectively illustrated with socks worn at different ages. At Key Stage 2, older pupils understand how Victorian census material provide evidence about the past, and younger pupils apply their good knowledge and understanding of the Blitz to take the role of evacuees and write postcards home.

81. Insufficient lessons were seen to make an overall judgement about the teaching. Strengths of the teaching included clear explanations that involved the pupils and enabled them to accurately interpret a Victorian census, good class museums of artefacts, and interesting writing tasks that required pupils to apply their knowledge. For example, Year 5 pupils wrote some good accounts of a day in the life of a Victorian child. These opportunities to write at length, however, are limited. Other weaknesses included tasks that did not build on and extend what the pupils already knew, and a lack of clarity about what pupils should learn from each subject in a lesson that included history and art. There is a well-organised programme of topics for history through the school but these include more topics than the National Curriculum requires. For example, pupils study both Ancient Greece and Ancient Egypt. This creates a pressure on the time available to teach history, and consequently, there are instances when too much use is made of worksheets. An assessment system is not yet implemented. The co-ordinator monitors teachers' planning but, as yet does not monitor pupils' work.

INFORMATION AND COMMUNICATION TECHNOLOGY

82. At the time of the last inspection, standards in information technology were in line with national expectations. Present standards are similar by the time pupils leave school at the age of eleven. Currently, pupils have limited access to computers, so there are insufficient opportunities to practise keyboard skills. This is true throughout the school. However, all areas of information technology are being covered and pupils are confident using different applications. As a result, pupils are making satisfactory progress, and are very interested in their work. They share tasks sensibly and discuss their decisions with a partner. They focus on their work and most have high levels of concentration and behave well. Pupils' good attitudes enhance their learning.

83. Year 3 pupils display the use of fonts in different colours and sizes. They use the relevant software to explore simulations. In connection with their work in mathematics, they create and fill patterns of two-dimensional shapes, which also develops their skills using the mouse. Pupils in Year 4 use computers to draft their work directly onto the screen and are confident in using copy and paste, although their keyboard skills are slow. They also use copy and paste to create pictures and further develop their skills in filling different areas with colour. In Year 5, pupils create graphs to record temperature change and Year 6 pupils explore mathematical models using a spreadsheet. They can enter a formula to calculate the area of a rectangle, and modify the data and the formula to find the length of a rectangle.

84. On the few occasions when information technology was observed in use during the inspection, in English, science and mathematics, it contributed well to learning in those subjects. Pupils were confident and demonstrated overall expected attainment in the aspects observed. Evidence provided by planning, discussions and pupils' work and the few lessons observed indicate that teaching is satisfactory overall. Good emphasis is given to teaching and using information technology in relevant contexts so that it becomes a means of learning across the curriculum. Opportunities are missed, however, to make the fullest use of computers. During the inspection, they were left unused for considerable periods of time. Pupils do not have frequent enough use of computers. This means that they are not able to keep their knowledge, skills and understanding developing as quickly as they could, particularly those pupils who do not have access to computers at home.

85. The subject is well led and the new co-ordinator offers support and advice to his colleagues well. He has encouraged them to incorporate the use of information technology in teaching and learning in their subjects, and this approach is developing well. He has also introduced the nationally recommended scheme of work, which covers the full range of activities. At the time of the inspection, there was at least one computer in each class, but many of the additional ones are old and are limited in their capacity. A new computer suite is planned next year. This will enable whole classes of pupils to be taught at the same time and provide the school with the opportunity to significantly raise standards.

MUSIC

86. Pupils make satisfactory progress in music and achieve standards that are generally similar to those expected of pupils of the same age, by the time they leave the school at eleven years of age. The pupils are attentive during music lessons. As identified in the previous inspection report, the teaching of singing remains a strength of the music curriculum and where the teaching of singing is well taught, pupils respond with enthusiasm. Music is taught with the support of taped programmes such as 'Song Tree' and 'A Feast of Fables'. Year 6 pupils have opportunities to explore musical composition. Many pupils benefit from instrumental tuition and from the school's commitment to extra curricular musical activities. Pupils have opportunities to use instruments and sing songs from other cultures. Resources for music are good and are well used to support pupils' learning. In addition, the school has continued to expand the range of instruments to include more from other cultures.

87. In the few lessons seen at Key Stage 2, the quality of teaching varied from very good to unsatisfactory. Where teaching was most effective, the teacher's own musical expertise was skilfully used to provide opportunities for pupils to sing with clear diction, pitch control and an awareness of phrase and musical expression. The learning objective of the lesson was made very clear to the pupils. The lesson was well paced. Where teaching is unsatisfactory, subject knowledge is not secure. As a result, these lessons are not well planned and learning objectives are not clearly stated.

88. The very high quality provision for extra-curricular singing and instrumental activities identified in the previous inspection report has continued and been developed further. Pupils respond very positively to these activities. There is a large choir of between forty and fifty pupils from Key Stage 2. This is led with great expertise and enthusiasm by the music co-ordinator. A parent plays the piano for choir rehearsals, and this makes a very valuable contribution to the singing. The pupils perform at many events both in school and out, for example at a local church with other schools, and have also been involved in fund raising activities for a north London hospice. The involvement of visiting teachers has been expanded and many pupils receive tuition in violin, flute, clarinet, trumpet and recorder. In addition, three recorder groups have been established. There is a wind band that is also led by a visiting teacher; pupils rehearse weekly and perform to parents. All these pupils demonstrate a well-developed sense of musicianship and a very professional approach.

89. The co-ordinator leads the teaching of music with great enthusiasm. She has a very good level of subject knowledge, particularly in the teaching of singing, and provides a good role model. Systems are in place for the monitoring of teachers' plans, but are at an early stage of implementation. The co-ordinator is not yet involved in the monitoring of teachers' classroom practice and supporting their teaching. Resources for music are good and the school has continued to expand the range of instruments by buying more instruments from other cultures.

PHYSICAL EDUCATION

90. There was not enough evidence to make an overall judgement about pupils' achievement in physical education as indoor games was the only aspect of physical education observed during the inspection. However, pupils in Year 2 quickly responded to instructions when throwing and controlling a bean bag. They worked first on their own, then in pairs and then in fours, throwing and catching with increasing accuracy as they practised each new skill. The majority of pupils work hard

in physical education, do not give up even when tired, and enjoy working together. As a result, they achieve well in small ball skills. Pupils with special educational needs join in fully and also progress well. For example, working with a classroom assistant, one pupil was able to invent a ball game, which she demonstrated to the class. Gymnastics, dance and swimming are also on the timetable this term, and other games and athletics take place at other times of the year. A new scheme of work has been introduced at Key Stage 2, and these detailed plans have helped to raise the confidence of the staff and this in turn is raising standards.

91. In the few lessons seen, the teaching varied from satisfactory to good, with the result that pupils learned new skills, and made good progress during the lessons. Classes were successfully managed in the hall, time was fully used and pupils were expected to work hard. However, pupils are not given enough opportunities to talk about their work and how it can be developed further, which decreases their potential rate of progress. The planned activities interest the pupils who respond enthusiastically and in a self-disciplined way. Good use is made of paired and group work, so that lessons also contribute well to pupils' social development.

92. The school provides a very good range of extra-curricular activities in physical education. Teachers give considerable time throughout the year to these activities, which contribute well to pupils' progress and to their enjoyment of school. Coaches from outside the school bring further expertise. Good use is made of other local resources, particularly for swimming for Year 4 pupils. The great majority of these pupils are reported by the school to be competent swimmers. Year 5 have the opportunity to spend a night at a residential centre where they participate in outdoor adventure activities. Year 6 pupils continue this the following year on their residential trip to the Isle of Wight.

RELIGIOUS EDUCATION

93. Pupils in Year 2 and Year 6 attain standards in religious education that are in line with the objectives set out in the locally Agreed Syllabus. This has recently been revised and staff have worked hard to update the scheme. At the time of the last inspection, little religious education was being taught and requirements were not being met. This is no longer the case and there has been a significant improvement. By the age of seven, the pupils have developed a knowledge of Sikh stories, such as Rama and Sita and the significance of diva lamps. By the time pupils leave school at eleven, they extend their knowledge and understanding in to the study of further major world faiths, including Hinduism, Christianity and Judaism.

94. Pupils are encouraged to reflect and then discuss their feelings. In a Year 3 lesson this was effectively linked with the Buddhist creation story. Pupils show good understanding of other stories of creation. They are prepared to ask questions about religious and moral issues. For example, in Year 5, pupils discussed their response to keeping promises in relation to Christian marriage. In Year 6 pupils are encouraged to think about their ideas of fairness and relate these ideas to wider issues, including the need for rules and helping others.

95. Too few lessons were seen to make an overall judgement about the quality of teaching. However, in the small number of lessons observed, the quality of teaching ranged from good to very good. Teachers prepare lessons thoroughly and use resources imaginatively. Links between religious education and literacy are being developed. For example, pupils use a variety of books to find out more about customs in different religions. However, as yet, there is no evidence of work being recorded by pupils in any form of extended writing. Pupils celebrate religious festivals connected with a variety of religions throughout the year. In some instances, parents visit the school to talk to the pupils about different customs related to these festivals.

96. A new co-ordinator has been appointed who is currently working with the previous post holder to ensure a smooth exchange of responsibility. The former co-ordinator is well organised and has been instrumental in ensuring the smooth transition to the new locally Agreed Syllabus. The school now plans to increase resources so that the new syllabus can be fully implemented.