

INSPECTION REPORT

WELBOURNE PRIMARY SCHOOL

Tottenham, London

LEA area: Haringey

Unique reference number: 102124

Acting Headteacher: Jane Stone

Reporting inspector: Tony Painter
21512

Dates of inspection: 13th - 16th November 2000

Inspection number: 225136

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and junior |
| School category: | Community |
| Age range of pupils: | 3 to 11 |
| Gender of pupils: | Mixed |
| School address: | High Cross Road Tottenham London |
| Postcode: | N17 9PB |
| Telephone number: | 0208 808 0427 |
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| Appropriate authority: | Governing body |
| Name of chair of governors: | Mrs Liz Santry |
| Date of previous inspection: | 15 th June 1998 |

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|--------------------------|-------------------------|---|---|
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| Geraldine Osment 9646 | 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? |
| Raminder Arora 16773 | Team inspector | Mathematics Physical education Children under five | How well are pupils taught? |
| Richard Eaton 4430 | Team inspector | Science Geography History | How good are the curricular and other opportunities offered to pupils? |
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Welbourne Primary School is a larger than average school for girls and boys aged from three to 11 years. It has 339 pupils in the main school with nursery provision for 74 children, 30 of whom attend full time. The overall attainment of all children entering the school is very low and many have little knowledge of English. Around a quarter of the pupils are from refugee families and a similar proportion leaves and joins the school through the year. Many joining the school have English as an additional language and some have had little previous schooling. Nearly a half of all pupils in the school have English as an additional language. Pupils come from the very wide range of cultural and ethnic backgrounds in the local area. This area has substantial social disadvantages and the proportion of pupils receiving free school meals, at over 60 per cent, is very high. The level of special educational needs in the school is high. Throughout the school, there are 101 pupils on the school's register of special educational needs, mostly with literacy needs. None has a Statement of Special Educational Needs.

HOW GOOD THE SCHOOL IS

The school is effective and represents satisfactory value for money. Good management has established effective systems for raising the quality of provision and there is a shared commitment to succeed. This is shown through the overall good teaching that is improving pupils' rate of learning although standards of achievement are not high enough. Good progress has been made since the last report and the school is well placed to maintain this.

What the school does well

- Very good relationships at all levels encourage pupils' very good attitudes to school and their social development.
- The school respects and appreciates the wide range of cultural and ethnic backgrounds of the pupils.
- Teaching is good overall and this is improving pupils' standards.
- Pupils with special educational needs and those for whom English is an additional language are supported well.
- Good management strategies are helping the school to improve provision and pupils' standards.
- There are good arrangements to help teachers build effectively on what pupils already know.

What could be improved

- Standards in English, mathematics and science.
- Levels of unauthorised absence.
- There is no written plan beyond the current year to indicate how the school proposes to improve.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good progress has been made since the last inspection in 1998 when the school was found to have serious weaknesses. These were particularly identified in pupils' standards, attendance and behaviour and the quality of teaching. The school has made good progress in all the key issues and other weaknesses identified in the last report. Standards of attainment and levels of attendance have both improved although there is still room for further improvement. Good behaviour strategies have been introduced and pupils' behaviour is now good. The overall quality of teaching is now good, much improved from the unsatisfactory teaching found before. The management of the school has been effective although there is still no long-term written plan of how the school intends to continue to improve.

STANDARDS

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

| Performance in: | compared with | | | | Key |
|-----------------|---------------|------|------|-----------------|---|
| | all schools | | | similar schools | |
| | 1998 | 1999 | 2000 | 2000 | |
| English | E* | E* | E | C | well above average A above average B average C below average D well below average E |
| mathematics | E | E | E | C | |
| science | E* | E | E | C | |

The table shows that results are well below average in English, mathematics and science when compared to all schools. In previous years, some results have been in the bottom 5 per cent in the country (shown as E* above). Pupils enter the school with very low attainment and, despite good progress in the Foundation Stage and Key Stage 1, their attainment by the end of Key Stage 1 is well below that expected nationally. The very large proportion of pupils joining with little English restricts overall achievement. Although these pupils make good gains in their learning, the standards they reach by the time of the tests is often very low. Such pupils have been removed from the analysis of results for 11 year olds in 2000. This shows that the school's results are in line with those of similar schools. The most recent results and the school's own analysis of individual pupils' achievement show that pupils who stay at the school make good progress. The general trend of results has been rising in line with the national trend. Better work was seen in lessons and pupils' books during the inspection, indicating additional recently improving standards. Inspection evidence shows that pupils achieve standards that are below rather than well below the national averages in English, mathematics and science. Their attainment in other subjects is as expected for their age. All pupils make good gains in their learning through the school. Throughout the school, pupils with special educational needs and those for whom English is an additional language make good advances. The school has established appropriately ambitious targets that it has surpassed in 2000. Improved provision is already leading to higher standards but many pupils could do better still.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Pupils like school, are enthusiastic and keen to take part in lessons. |
| Behaviour, in and out of classrooms | Behaviour is good. Pupils know what is right and wrong and respond well to the school's behaviour code. |
| Personal development and relationships | Very good relationships at all levels encourage respect for the values and beliefs of others. |
| Attendance | Although improved, attendance remains unsatisfactory with high levels of unauthorised absence. |

Pupils' very good attitudes to school are a reflection of the effective ethos that has been established. The school appreciates and respects the backgrounds of all pupils and this builds an atmosphere of tolerance and respect.

TEACHING AND LEARNING

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

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.

Over 95 per cent of teaching was satisfactory or better with under five per cent unsatisfactory. Over a half of lessons were good with 10 per cent very good. The overall teaching of English, mathematics and science is good. However, teaching in Key Stage 1 is more consistent than in Key Stage 2 due to better organisation of classes and tasks. All teachers know their pupils well and use assessments well to match work to their needs. This is effective in promoting pupils' learning. Teachers make good use of the National Literacy and Numeracy Strategies. This leads to better provision and is improving pupils' standards. Teachers give good opportunities to develop pupils' literacy and numeracy skills in other subjects.

Teachers' detailed planning pays good attention to what pupils need to learn. Good relationships and clear instructions help pupils to know what is required and encourage good pace in learning. Teachers question pupils well and make pupils think carefully about their answers. In many subjects, good attention is paid to developing pupils' specialist vocabulary. This promotes pupils' general language skills well and supports their learning across the curriculum. All staff work well together to meet the needs of all pupils. Those with special educational needs or for whom English is an additional language are accurately identified. They are given appropriate support to make good gains in their learning. The teaching of children under five (Foundation Stage) is consistently good with effective provision for children's personal, social and emotional development.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|--|---|
| The quality and range of the curriculum | An effective curriculum pays good attention to developing literacy and numeracy skills. Pupils have many opportunities to gain insights into their own and others' cultures. |
| Provision for pupils with special educational needs | There are good systems for identifying pupils' needs and supporting their work through the school. |
| Provision for pupils with English as an additional language | Pupils are given good support to take part in all aspects of the school's life. Specialist support and bilingual staff enhance pupils' access to the curriculum. |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | There is good overall provision for pupils' personal development. A strong moral code is established through the school. There is very good attention paid to pupils' social and cultural development. Although satisfactory, spiritual development is relatively weaker. |
| How well the school cares for its pupils | Good steps are taken to ensure pupils' welfare, health and safety. Very good strategies have been introduced to monitor pupils' progress. |

Good curriculum planning, effective systems of assessment and increased levels of analysis are effectively linking teaching, learning and assessment. These measures play important roles in pupils' gradually rising standards of attainment. The school makes effective and improved use of extra-curricular activities, visits and visitors to enhance its provision. Good efforts are made to encourage partnership with parents through effective communication. Very good annual reports of pupils' progress show extensive knowledge of pupils and how parents can support their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Good systems have been established to promote the school's improvement. Subject co-ordinators take greater responsibilities to widen the management of the school. Staff work together well. |
| How well the governors fulfil their responsibilities | Improved organisation and systems help governors to take greater responsibility for all aspects of planning and decision making. |
| The school's evaluation of its performance | Good systems of monitoring teaching have been established but are not undertaken in all subjects. Very good analysis of pupils' results is effective in improving provision and achievements. |
| The strategic use of resources | Good financial management and very effective financial administration ensures all resources are used effectively. |

Good management has responded well to the challenge presented by the death of the previous headteacher. Effective strategies have been employed to continue the progress that had begun under her leadership. The partnership between staff and governors is stronger and there is a strong, shared commitment to improvement. Although there is consensus on the approaches to be taken, there is no written long-term plan. This restricts the school's ability to identify and prioritise further developments. The accommodation, resources and staffing levels are good and these contribute to effective teaching. Good measures are taken to ensure that best value is obtained from spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Children enjoy school and like to come. • Teaching is good. • High standards are established. • The school is open and welcoming. | <ul style="list-style-type: none"> • No significant negative points were raised. |

The inspection team generally agrees with the positive points raised by parents. The overall quality of teaching is good although there are some inconsistencies, often in Key Stage 2. Although pupils' standards are improving, they remain below those found nationally.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The overall attainment of pupils, by the end of both key stages, is below the national averages. This is an improvement of the attainment shown in the most recent National Curriculum tests and tasks in both key stages. These show attainment in all tested subjects as well below the national averages. The difference results from the improved provision made recently in the school, particularly in teaching. This is improving pupils' attainment and is particularly noticeable amongst the younger pupils. However, pupils throughout the school make good overall gains in their learning from a very low start. The trend of results in Key Stage 2 has kept pace with national improvements. The school has set appropriately challenging targets for improved attainment and has successfully achieved these in the most recent year. As a result, new targets are being set to further improve the school's results.
2. Around a quarter of the pupils enter or leave the school each year. Those arriving during their school lives often have little English and a considerable number are refugees with little prior schooling. Many stay for limited periods of time and significant numbers join within a short period of the statutory National Curriculum assessments. When such pupils' results are removed from the analysis, the school's Key Stage 2 results are in line with those of similar schools. This is a clear improvement from the time of the last inspection. The school is undertaking detailed analysis of its results and is able to identify the good progress made by pupils who attend the school for three years or more. The school's analysis identifies relative weaknesses in the achievements of some groups of pupils, such as those from an African Caribbean background. Effective measures are being taken to monitor these weaknesses and to remedy them through effective use of specialist support teachers.
3. Children's overall level of attainment on entering the nursery is very low in all areas of learning. Many have particularly poor standards of language and communication and a significant proportion has little or no English. They make good gains through the Foundation Stage and, by the time they enter Key Stage 1, they achieve some of the standards expected of children of that age. However, their attainment in communication, language and literacy, mathematics and knowledge and understanding of the world is still low. Teachers make good provision to extend children's personal, social and emotional skills through good opportunities to share in secure surroundings. As a result, children soon understand classroom routines and join in well. Most children become attentive and eager to learn and this helps them to gain new vocabulary and confidence in speaking. Reception children link sounds with letters and develop an interest in books. Although children gain greater control of pencils, few reception children can write their name unaided. Children begin to count together and enjoy number rhymes but few recognise number symbols or can use mathematics to solve simple addition problems. Although children improve their observation skills, few have detailed general knowledge to refer to when asking questions. They gain sound skills in using the computer. Children gain satisfactory levels of skills in their physical and creative development. Good outdoor provision encourages children to be aware of space and develop sound co-ordination and control. Children make pictures in a range of media and most sing with enjoyment.
4. Pupils' attainment in English is below the national averages by the end of both key stages. The large proportion of pupils who join the school with English as an additional language restricts overall standards. However, pupils make good gains in their English through the school. By the end of Key Stage 1, many pupils are still at an early stage of learning English. They often understand what they hear but have very limited skills in speaking. Their reading is often hesitant although more able pupils enjoy reading and are able to talk about the story. The writing of some more able pupils communicates through sequences of sentences with accurate spelling and use of capital letters. However, most writing is not in sentences and

does not develop or sustain ideas. By the end of Key Stage 2, higher attaining pupils are able to adapt their speaking to different contexts, such as when Muslim pupils explain their faith to others. All pupils gain more detailed vocabulary and begin to use some technical and specific language correctly. They use an increasing range of strategies to identify new words when reading. More able pupils predict how the story may go and use their reading to justify their predictions. Many pupils have good skills in finding information from books but few recall clearly books they have read. Many pupils lack confidence in their writing and still do not have a rich vocabulary. However, some higher attaining pupils write extended pieces and all make good use of their developing literacy skills in other subjects such as history.

5. In mathematics, pupils' attainment is below the national averages by the end of both key stages. This represents improvement since the last inspection, primarily relating to successful implementation of the National Numeracy Strategy. Throughout the school, pupils apply their developing numeracy skills soundly in other subjects. In science, for example, they collect and display data and in geography, pupils plot co-ordinates successfully. Pupils in Key Stage 1 gain confidence in their counting and begin to apply their developing skills to problems. They write numbers correctly and use tables and addition facts with increasing speed in mental calculations. They gain simple mathematical vocabulary and use it correctly in their increasingly confident explanations. In Key Stage 2, pupils improve their mental arithmetic skills well, applying these successfully to an increasing range of problems. They gain knowledge and understanding of such topics as fractions and, by Year 6, higher attaining pupils can work out percentages and their equivalents. Pupils learn to prepare and interpret graphs and calculate areas of a range of shapes.
6. By the end of both key stages, pupils' attainment in science is below the national averages. Their achievement in the Key Stage 2 National Curriculum assessment tests is limited in part by their restricted skills in English. In both key stages, the strong emphasis on practical work helps pupils to understand concepts such as scientific testing. Pupils in Key Stage 1 improve their observation skills when examining properties of materials, such as reflection. Younger pupils in Key Stage 2 improve their skills of prediction when working with electrical circuits. Older pupils gain greater understanding of the Earth's rotation and experiment with friction. All pupils learn and use correctly an increasing range of scientific terms and these add to pupils' development in speaking and listening.
7. Pupils' attainment in information and communication technology is in line with national expectations by the end of both key stages. This is a clear improvement from the unsatisfactory progress and attainment identified in the last report. It results from the improved provision in the school. Key Stage 1 pupils gain confidence and skills when using the mouse and the keyboard. They enter information with increasing accuracy and show their precision with the mouse when creating pictures with a painting program. Key Stage 2 pupils build effectively on these skills and use programs with increasing confidence. Year 3 pupils, for example, select and resize areas of their pictures well and some show good command of the functions of the program. Year 6 pupils use spreadsheets showing good understanding of the technical details. They make good comparisons of the effectiveness of information and communication technology, for example, with the use of calculators. Pupils make sound use of computers in other subjects of the curriculum and this use is improving as teachers' confidence grows.
8. Pupils' standards in religious education are satisfactory in relation to the requirements of the locally Agreed Syllabus. Pupils show respect for the beliefs and cultures of the wide range of faiths represented in the school. Key Stage 1 pupils gain satisfactory understanding of Christianity and begin to learn about Judaism and Hinduism. They make good comparisons between common factors in the religions, such as references to light. Pupils in Key Stage 2 have more detailed knowledge of major world faiths and discuss values taught at home, at school and in places of worship. Pupils increasingly share their own understanding of their faiths. For example, Year 6 pupils maturely discuss similarities and differences between Christianity and Islam, referring to their own experiences.

9. Pupils' attainment in all other subjects of the curriculum is in line with that expected by the time they leave the school. In art, pupils successfully use a wide range of media and increase their observation and recording skills. Some older pupils create good quality work, often associated with sessions with a volunteer artist. In design and technology, pupils are increasingly aware of design and construction skills, for example as they look at commercial packaging. Older pupils make appropriate evaluations of their work and how they would have improved them. Pupils improve their understanding of a range of places in geography and make sound comparisons with their own area. In history, pupils develop a better understanding of chronology and why things in the past were as they were. Older Key Stage 2 pupils begin to recognise how changes in people's lives come about, for example through technological change. Attainment in music at Key Stage 2 has improved since the last inspection. Throughout the school, pupils improve their singing and use a range of simple instruments, often in songs that relate well to the wide range of cultural backgrounds of the pupils. The use of a specialist music teacher is helping to raise attainment. Pupils achieve satisfactory standards in physical education in both key stages. Pupils increase their control in gymnastics and dance, using a wide range of apparatus. They achieve satisfactory skills in team sports and increase their competence in simple competitive games.
10. Pupils with English as an additional language make satisfactory progress against their prior attainment. When pupils have spent a significant continuous period in the school, they make good progress and achieve well. This is apparent in the school's careful analysis of pupils' results in the Key Stage 2 National Curriculum tests. Pupils in the early stages of acquiring English achieve best when they are targeted by classroom assistants and are taught in small mixed groups of monolingual and bilingual learners. African Caribbean pupils targeted and supported by staff from the raising achievement specialist project make good gains in their learning.
11. Pupils with special educational needs make good progress in both key stages. Class teachers draw up programmes of work with advice from the special educational needs co-ordinator. Appropriate targets are set for pupils and these are shown on their individual educational plans. Targets refer mainly to literacy although the school makes effective provision to ensure pupils make good progress in all subjects.

Pupils' attitudes, values and personal development

12. As reported at the last inspection, the youngest children in the nursery and reception classes have positive attitudes to school. In the reception classes, most children have good levels of independence and they respond well to the clear expectations and procedures of the staff. The positive attitudes the pupils develop during the Foundation Stage remain with them throughout their time in the school.
13. Pupils come to school with very good attitudes and this partly accounts for the improvement in standards across the school. All parents who responded to the pre-inspection questionnaire stated that their children like school. Pupils across all year groups enjoy coming to school, they settle promptly to set tasks and want to learn. There were many lessons in every year group where this was so. For example, pupils in Year 2 were very interested in an information and communication technology lesson when they were learning to create a picture using drawing and painting tools. Pupils in Year 6 were very eager to answer questions during a literacy lesson when discussing obituaries.
14. Pupils' behaviour is good both in lessons and around the school and this is an improvement since the last inspection when much was unsatisfactory. Most parents feel that behaviour in the school is good. When teaching is good and lessons are well planned to meet the needs of all, pupils behave well in classrooms. When teaching is less successful, pupils lose concentration and behave inappropriately, and this results in a slower pace of learning. Most pupils move around the school sensibly. They respond readily to the requests and instructions of teachers, classroom assistants and lunchtime supervisors. Pupils show

respect to each other, to teachers and other staff, as well as to visitors. They are trustworthy and treat the resources they use with care. There were no exclusions from the school during the year before the inspection. This is a significant improvement since the last inspection.

15. The personal development of the pupils is good. Provision for personal and social development is sensitively integrated into the curriculum for the Foundation Stage. Children in the nursery and reception classes are encouraged to increasingly demonstrate self-discipline. Pupils form very good relationships with fellow pupils and adults, built on tolerance for the work, ideas, beliefs and values of others. All staff in the school are very good role models for the pupils in the way that they conduct themselves. Pupils work well as individuals, in pairs or small groups. They are kind to each other, take turns and help their classmates. Pupils have participated in the Tottenham carnival and a youth choir at Wembley. They actively support charities including the Shoe Box Appeal, the North London Hospice and Barnardo's. Pupils are encouraged to take responsibility and the School Council is a useful means of involving the pupils in aspects of school life. In Year 6, pupils have opportunities to assist at lunch and break times and there are computer monitors in Year 2. There are good opportunities provided for the pupils to use the library for research. They are learning personal study skills using computers in classrooms and in the information and communication technology suite. Pupils enjoy experiments and investigations in mathematics and science lessons. All of these opportunities effectively promote the pupils' personal development.
16. Pupils with special educational needs are given good opportunities to integrate well with other pupils. There are good relationships within the school and pupils mix well in playtimes. Pupils show sensitivity and value pupils with special educational needs. Pupils of different gender and race mix well and relate well to cultures different from their own. Pupils with English as an additional language are well motivated, keen to learn and enjoy the attention given to them when they work in small groups. The positive ethos in the school enables them to gain in confidence and self-esteem.
17. Due to the very good procedures that the school has put in place to monitor attendance, the rate of attendance has improved this term. However, as reported at the last inspection, it is still unsatisfactory, due to many factors, and has a detrimental effect on learning. These factors include parents not giving the reason for their child's absence and pupils being taken for extended holidays. As reported at the last inspection, a significant minority of pupils arrives late in the mornings. Several children in the nursery are disadvantaged because their parents do not bring them to school at the correct time. This results in disruption at the start of the day and staff are unable to settle the children quickly and promptly focus on the planned activities. Parents are appropriately reminded of their responsibility for their children's punctuality and attendance in the prospectus. However, they do not always ensure that absence or lateness does not interrupt their children's learning.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching is good through the school. It is good in most subjects and particularly good for children under five. Teaching is good in Key Stage 1 and satisfactory overall in Key Stage 2. Teaching within the school now has some important strengths in both key stages. There has been good improvement made since the last inspection, when the overall quality of teaching was unsatisfactory. There were weaknesses in many aspects of teaching, often relating to inconsistent or insecure behaviour management. The school has worked hard on these issues through their monitoring and evaluation of teaching and the provision for staff training. As a result, most of the weaknesses are now strengths in teaching. The monitoring of teaching is identifying appropriate areas for professional development and hence raising the quality of teaching. For example, many teachers have had training in meeting the needs of pupils with English as an additional language. The teaching staff turnover has also been reduced since the last inspection. In 95 per cent of lessons observed, teaching was satisfactory or better, and in ten per cent, it was very good. Teaching was

unsatisfactory in five per cent of lessons compared to 19 per cent at the previous inspection. These figures represent a marked improvement overall.

19. The overall quality of teaching of children under five is good in all areas of learning. In both nursery and the reception classes, the teachers and the nursery nurses have a clear understanding of how young pupils learn. They work very effectively together to provide a wide variety of stimulating and well-structured activities. These promote children's personal, social and emotional development effectively and encourage children to make independent choices about activities. All the Foundation Stage teachers are aware of the new changes to the curriculum and lessons are suitably planned with appropriate attention to meet the Early Learning Goals¹. Good use is made of the effective teamwork in supporting groups and individuals with special educational needs and those with English as an additional language. All adults working with children are clear of the educational targets for the activities and work carefully with children, encouraging increasing use of language and developing understanding through good questioning. In the reception classes, the assessment of children's learning is focused well and used to identify the next step in planning. In the nursery, this aspect of monitoring children's progress on daily basis is less well focused and this limits children's development.
20. The proportion of good or better teaching in Key Stage 1 is higher than in Key Stage 2. This results from more consistent planning and organisation of tasks. Teachers in Key Stage 2 are sometimes less clear about what pupils need to do. This results in additional time being spent on explanations and organisation, which slows the pace of learning. They do not consistently make their high expectations clear to pupils and this sometimes leads to unchallenging work. Teaching is mainly good in English, mathematics and science and accounts for the good progress made in these key subjects. The consistency in quality reflects the school's emphasis on developing teachers' confidence and expertise in these subjects. Literacy and numeracy are skilfully taught across the school and both are already helping to raise standards. Staff have successfully embraced the principles of the National Literacy and Numeracy Strategies and these are well embedded in their daily practice. Lessons are well structured and teachers are far more confident than they were at teaching reading and mental arithmetic skills. Teachers provide good opportunities for pupils to develop literacy and numeracy skills through their work in other subjects.
21. A strong feature of teaching throughout the school is the effective teamwork between all the adults involved. Support staff play an effective role in promoting pupils' learning. They understand the requirements of the lessons they work in and the way in which they can encourage higher attainment and improved progress. Teachers provide them with clear guidelines of what pupils will be learning and the important teaching points to facilitate learning.
22. Teachers have very good relationships with pupils; they know their pupils well and praise them effectively. Consequently, pupils enjoy school and work hard. Teachers' explanations of purpose and pace within the lesson are clear and because of this, pupils know what they are expected to do and the amount of time they have to do it in. This adds a sense of urgency to the task and increases pupils' motivation successfully.
23. In many lessons, teachers use probing questions to elicit fuller answers. For example, in a Year 6 mathematics lesson, good quality questions encouraged pupils to use mathematical terms correctly when explaining their methods. This made effective use of earlier learning and helped pupils to use mathematical notation with developing confidence. This is particularly apparent in discussion sessions that are common features at the beginning and end of lessons. In these sessions, teachers encourage pupils to reflect on what they have learnt and relate it to others. The teaching of technical vocabulary is particularly good across the school. Teachers use good examples of standard English when talking with the pupils and use

¹ These are expectations of what most children will achieve in six areas of learning by the end of the reception class year.

technical terms correctly. For example, in a Year 1 science lesson on sorting and testing different materials, the teacher appropriately introduced the idea of mirror and reflection. Pupils are encouraged to use the terms in all their discussions. Pupils in most lessons learn to use technical terms well when talking about their work and describing what they have learnt.

24. Another strength in the quality of teaching is the effectiveness of teachers' planning. Most plans are detailed, clearly showing the objectives of the lessons. Teachers follow the good practice of carefully explaining and sharing what will be learned with the whole class. However, in some lessons the language to do this is not sufficiently simplified for pupils to understand. This leads to confusion and limits the effectiveness of the strategy. In general, teachers are well prepared for lessons. They use a good range of organisations, matched well to the needs of the curriculum. Resources are often well chosen to promote learning. Whole-class teaching is successfully used in many lessons across both key stages.
25. The provision for homework is satisfactory. Pupils throughout the school are set work to do at home and pupils in both key stages feel that it helps them with their work. The amount increases as the pupils move through the school. The work is mainly English and mathematics based, including appropriate activities such as spellings and tables. This additional work links effectively with their lessons and assists pupils well in their learning.
26. Pupils have good attitudes to learning. They work hard and their effort, interest, and concentration contribute very effectively to the standards they achieve and the progress they make. Pupils' pace of learning slows in the unsatisfactory lessons. Weaker teaching often results from a lack of subject knowledge and inappropriate planning. For example, in two religious education lessons, tasks were set at too low a level and teachers did not promote effective pace in the learning. In the majority of lessons, however, teachers have good knowledge of the subjects and the way in which pupils learn. As a result, they plan work that is effective in meeting the requirements of the curriculum and ensuring that all pupils make progress.
27. Assessment practices are good in English, mathematics and science and are one of the key factors in pupils' good levels of achievement over time. Teachers in both key stages make effective day to day assessments of pupils' work. They are good at asking the right kind of questions to extend pupils' thinking. Their marking of pupils' work is generally encouraging and purposeful. They use their knowledge of pupils' abilities to set work that is generally matched to their attainments. This ensures that pupils are making appropriate progress in lessons. In general, the needs of the brighter pupils are met well, particularly in mathematics and English when pupils are divided into ability sets. The pupils in the group containing the higher attaining pupils are expected to work at the higher level. This challenges them well and leads to effective learning. The average and lower attaining pupils also achieve well with tasks that are suitably matched and based on their assessed needs. In other subjects, assessment systems are more limited but teachers use their good personal knowledge of pupils to match tasks to their needs.
28. There is a satisfactory whole-school commitment to providing effectively for pupils with special educational needs. A substantial proportion of the pupils is entered on the school's register of special educational needs. However, there are no pupils with Statements of Special Educational Needs although the school has recently submitted some applications. The school purchases supplemental specialist teaching from the local education authority. A teacher visits the school each week to effectively support three pupils on Stage 3 of the Code of Practice² and above. Class teachers are responsible for the planning and teaching of pupils with special educational needs in their classes. They make effective efforts to provide

² The Code of Practice gives practical advice to schools and local education authorities about their responsibilities to ensure that pupils with special educational needs get appropriate help to further their development. This is a statutory duty under the Education Act 1993.

appropriate tasks and materials for such pupils to aid their learning. However, teachers do not make full use of information and communication technology to support the learning of pupils with special educational needs. There are useful programs loaded on the computers in classrooms but little use is made of them. A classroom assistant specifically working with pupils with special educational needs throughout the school effectively supports provision. Other classroom assistants support pupils across the school and work from the programmes set by the teachers. In addition, the Additional Literacy Strategy has been implemented and runs for eight weeks. Most pupils on this programme have English as an additional language.

29. The quality of support provided for African Caribbean pupils and those with English as an additional language is good in all lessons where specialist support is provided. Activities link well with mainstream work and are based on close partnerships with the class teachers. Good use is made of purposeful talk in small groups to encourage pupils to make increasing confident interactions. The teaching of pupils with English as an additional language has improved since the last inspection. A substantial programme of focused training of all staff is having a positive impact on teaching and learning. However there are still some inconsistencies across classes. Sometimes insufficient attention is given to analysing the language demands and opportunities of the lesson to ensure maximum involvement of all pupils.

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

30. The school has made good progress in its curriculum provision and balance since the time of the last inspection. At that time the curriculum was sound but it has now been improved through measures such as greater attention to literacy and numeracy. The good level of curriculum planning plays a substantial part in the gradually rising standards of attainment of the pupils.
31. Pupils have appropriate access to the full curriculum, including activities organised outside the school day. Boys and girls participate on an equal footing in the extra-curricular activities on offer. In many aspects of the curriculum, good opportunities are used to develop pupils' insights into their own and other cultures. This is notable in literacy, when good examples of positive images of black people are used. Pupils read and find out about role models that they use to write biographies. These images are strongly reflected in displays in classrooms, around the school and in particular subjects like history. Pupils' access to the curriculum is further enhanced by the good opportunities that bilingual staff can offer pupils. For example, in a reception class, the nursery nurse is able to use Turkish and this is effectively used to build Turkish-speaking children's confidence.
32. The school provides pupils with a good curriculum. It meets the requirements of the National Curriculum and the Agreed Syllabus for religious education. For children in the Foundation Stage the quality and range of learning opportunities are good. The time given to each subject through the school is appropriate. The school has successfully introduced the literacy and numeracy hours. It provides good opportunities for all pupils to improve their writing skills through extended writing in English and in subjects such as history and science. The school's strategies for teaching literacy and numeracy are good. Pupils use information and communication technology in many subjects both for looking up information, as in history where Year 5 pupils researched Victorian schools from a CD-ROM, and for recording what they have discovered. This good provision over the core subjects helps all pupils' learning and is especially valuable to those pupils for whom English is an additional language. There is still, as at the time of the previous report, a good range of extra-curricular activities including French, mathematics and sports clubs.
33. Curriculum planning is good. Each subject has a policy document and there is a good overview of what is taught through the school. There is an effective sex education policy and a personal, social and health education programme. In most subjects, the school appropriately

bases its provision on the schemes of work provided by the Qualifications and Curriculum Authority. Medium-term planning is full and coherent. Weekly planning includes details of how the work will be matched to the needs of pupils with different levels of attainment and those who need help with English. The school has thought carefully about the curriculum, for example maintaining or enhancing provision where it is important or especially appropriate to do so. A good example would be the study in history of the part played by the ship Windrush. It raises important issues about migration and settling that are pertinent to many of the pupils of the school.

34. The curricular provision for pupils with special educational needs is good overall. Pupils' individual educational plans set out appropriate strategies based on the outcomes of effective assessment, particularly in literacy. Teachers' planning of work for each pupil is effective and generally closely matched to their needs. Pupils' particular needs in literacy and numeracy are well met in classes.
35. The school has addressed the weaknesses identified in the last report by organising a growing list of visits for pupils into the local community and further afield. For example, pupils visit the local museum and supermarket for studies in history and geography. Visitors bring a variety of expertise and knowledge into the school. During the inspection, a teacher working part time told Year 6 pupils about life in the 1960s and 1970s as part of their history studies. A volunteer art teacher used his considerable expertise to help pupils towards good painting and drawing technique.
36. The school makes good overall provision for pupils' spiritual, moral, social and cultural development. Spiritual development is sound and is supported appropriately by religious education lessons and assemblies. There is a detailed assembly plan for the key stage assemblies that are religious in character and include appropriate moments for quiet reflection. The school meets the requirement for a daily act of collective worship, remedying the weakness identified in the last report. Some assemblies are imaginative and are a useful addition to pupils' understanding of a wide range of faiths. Religious education displays in the school focus on areas of study that support spiritual development. Teachers do not, however, make enough plans to incorporate time for pupils' reflection in their lessons.
37. A good framework is in place for the moral development of pupils and this is apparent in the very positive ethos of the school. Links with religious education and assemblies have an important input to moral development. There are clear and well-understood rules for behaviour which pupils pay careful attention to. The school code encourages pupils to 'do the right thing' and lists seven areas of special attention. Every opportunity is taken by staff to act as good role models and foster good relationships between all adults and pupils. Pupils rise to these positive inputs and are polite and courteous in their interactions with adults and each other. An effective system of rewards of 'special mention' certificates given at the Friday assembly further encourages pupils to consider their behaviour and attitudes.
38. There is very good provision for pupils' social and cultural development. Very good attention is paid to encouraging social responsibility within all aspects of the school. Pupils are encouraged to take care of each other and to care for the school environment and equipment. Special collections for charities are a high priority in the school and pupils were at the time of the inspection engaged on filling shoeboxes with gifts for Children in Need. Many pupils have helper and monitor roles that include helping in the dining area and being computer and classroom monitors. Social development is a strength of the school.
39. Cultural development is considered through religious education, art, music, history and English. For example, pupils learn about their own and other faiths and listen to a range of music from around the world. They are effectively helped to understand the historical and artistic development of their own and other cultures. This is a strength of the school, particularly effective in view of the cosmopolitan nature of the school. Pupils' are offered good opportunities to gain deeper knowledge and understanding of other cultures through the

contributions of staff and other pupils sharing their own cultures. There are good links with the wider community and the local cultures. Pupils have visited the Tate Gallery and Globe Theatre, taken part in Tottenham Carnival and at present have a voluntary artist who is working with pupils on art projects in the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school takes good steps to ensure pupils' welfare, health and safety. There are very good relationships throughout the school and all staff work hard to maintain these. They know the pupils well and are able to monitor personal development informally. The personal comments that teachers make on the annual reports to parents show that they have very good knowledge of the pupils.
41. The improving standards throughout the school are partly due to the good arrangements for assessment, which have improved since the last inspection. There is a well-structured cycle for the assessment of English, mathematics and science. The close link between teaching, learning and assessment is an important feature of the school's work. Teachers effectively assess the current performance of the pupils and analyse previous assessment results. Through these, they set targets for individuals and groups of pupils to address identified weaknesses. During lessons, teachers frequently refer to targets when they are talking to the pupils. The pupils are rewarded with 'Target Buster' certificates when they have successfully achieved an agreed target. The use made of assessment information to inform future planning is good and has improved since the last inspection. For example, handwriting was identified as an area for improvement throughout the school and through focused target setting this has improved. Following the last inspection, the nursery has set up its own programme for assessing the children's' abilities. Formal assessment has been introduced for children entering the reception classes. Since the last inspection, day-to-day marking has improved and is good. Teachers provide useful analysis of what pupils have been doing to help them achieve a better standard of work.
42. The school is committed to the inclusion and integration of pupils with special educational needs in all school activities. There are good levels of adult support. All pupils on the special needs register are given support in literacy and numeracy according to their individual needs. Pastoral care is a high priority within the school and the success can be observed in the confident way these pupils become happy members of the school community.
43. Clear procedures are used to identify needs and target support for pupils with English as an additional language and those from an African Caribbean background. Initial assessment for these pupils is good. Continuing assessment is based on observations by the support and class teachers and is mainly based on the language stages. This is not sufficiently informed by the demands of the levels of attainment of the National Curriculum. This restricts some opportunities for tracking and promoting the development of these pupils. Targets for raising pupils' achievement are carefully identified on the basis of their prior attainment. They are used effectively to inform the grouping of pupils, their movements between sets and for tracking their progress.
44. The school has an appropriate health and safety policy. The governors have a health and safety committee and currently the school is updating training on risk assessment. There are suitable arrangements in place for first aid and medical support and there are staff with the required first aid qualifications. The pupils are appropriately supervised at break and lunchtimes. The school has satisfactory arrangements in place for child protection issues. The nursery teacher is the named responsible person and, together with the special needs co-ordinator, has been trained for this role. Since the last inspection, the school has implemented the local authority's child protection policy. There is a good programme for personal social and health education, which is delivered through religious education, assemblies and specialist lessons. Guidance on sex education, drugs and substance misuse is delivered through the science curriculum.

45. There are very good procedures in place for monitoring and improving attendance. These have led to good improvements from the last report although overall levels of attendance are still unsatisfactory. The bursar monitors the attendance registers every week and instances of unexplained absence are promptly followed up by staff. The school receives termly visits from the Education Welfare Service. Most registers are taken briskly at the start of morning and afternoon sessions. However, a number of pupils are late for the start of the morning and consequently lessons are sometimes interrupted and do not always start promptly.
46. Since the last inspection, the school has introduced an effective behaviour and discipline policy. There are now very good procedures for monitoring and encouraging good behaviour. The policy includes a system of rewards and sanctions and it is implemented consistently by all staff to ensure that pupils behave well. Good behaviour and effort are rewarded through praise, badges and certificates awarded during Friday assemblies. The teachers revisit the school motto 'Do the right thing' every year and classroom rules reflect this throughout the school. Parents feel that the school is helping their children become mature and responsible.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school has a satisfactory partnership with parents. Although there was a low response to the pre-inspection questionnaire, many parents and carers indicate that they have positive views of the school. Almost all feel that the school works closely with them and 95 per cent feel comfortable about approaching the school with questions or problems. The quality of information provided for parents is good. The school uses a number of ways to inform parents about the progress their children are making. There are three formal parent/teacher consultations during the year but they are not well attended. However, the teachers are very willing to meet parents at other times. Annual Reports to parents are of a good quality. They provide detailed information about pupils' progress and give helpful guidance on how pupils could improve their performance in English, mathematics and science.
48. Parents are informed as early as possible if there is cause for concern in their child's learning. They are kept up to date about their progress in special educational needs. Any concerns the parent may have relating to their child's development are appropriately investigated. Parents have good access to the teachers to discuss any matters they wish to raise. The special needs co-ordinator informs parents about the support their child is receiving. Parents are kept fully informed about the targets set for their child in their individual educational plans. There is a fortnightly drop-in surgery after school for parents and teachers who wish to discuss pupils' needs.
49. Satisfactory amounts of homework are set to support the curriculum effectively and to develop pupils' independent learning skills. In the nursery, children are encouraged to take books home regularly to share with their parents. Throughout the school, teachers devise homework that the pupils can complete successfully with or without parental support. The good help that some parents give to their children with homework is a valuable asset to the school.
50. Regular newsletters keep parents up to date with the day-to-day life of the school. Some written information is translated into other languages but the school also communicates with families through other parents, older children and classroom assistants. The school provides effective support for refugee pupils through the network of families who are more familiar with the British system of education. It capitalises well on the knowledge and skills of parents and friends to help communication between the school and home. The school prospectus is informative. All teachers write to parents each term setting out what will be studied in each year group. They explain their expectations of behaviour and effort. Parents are invited to assemblies, school productions and the Year 6 leavers' performance. The school does not have a Parent Teacher Association due to dwindling support. However, parents are supportive of the school through fund-raising events and by donating to charities. All of these factors show that the school makes good efforts to establish a partnership with parents but

the response is limited. However, responses in the pre-inspection questionnaire and meeting show parents have more positive views of the school now than they did at the time of the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the school are good. Good levels of improvement have taken place since the last inspection that are leading to better provision and standards. For example, systems of monitoring teaching and analysis of pupils' work are much improved since the last report. The school has encountered difficulties from the illness and death of the last headteacher. However, good provision has been made to maintain the continuity of the improvements that had been put into place. The acting headteacher has a clear view of the strengths and weaknesses of the school. She is effectively maintaining the team approach to the school's development that had been founded by the last headteacher. This is maintaining a shared commitment to improving the quality of the school at all levels. The governing body's decision to arrange support from an experienced local associate headteacher is very effective. It has given the school access to expertise and experience to maintain the impetus of changes that had already begun.
52. Good relationships form the foundation of all interactions within the school and underpin all its work. There is a wider range of responsibilities established in the school and this is beginning to lead to improvements in teaching. There are now co-ordinators for all subjects who are clear about their roles. They have sound ideas about how they want to develop their subjects and many effective strategies to improve the work of the school. Good systems of monitoring the work of the school have been established. Most co-ordinators, for example, look at all teachers' planning in their subject. Very good analysis of data such as National Curriculum and other test results is revealing areas for development in the school. For example, effective analysis of pupils' work identified pupils' presentation as weak and led to successful action throughout the school to make improvements. Monitoring of teaching by the senior staff has been established well. Some useful monitoring has taken place during the successful introduction of the National Literacy and Numeracy Strategies. This has often been shared with teachers effectively to identify and promote good practice. However, opportunities for subject co-ordinators to monitor teaching have been relatively limited although plans to extend this have been made. As a result, co-ordinators do not have a full picture of the strengths and weaknesses of their subjects to help their planning. This also restricts their ability to share the good practice in the school and improve the consistency of teaching.
53. Systems for planning the development of the school are improved and have remedied much of the weakness identified in the last report. For example, the school development plan is detailed and identifies appropriate priorities and strategies that are leading to improvements. It has been established through better systems of involvement of subject co-ordinators and the governing body. However, the full scope of proposed changes has not yet been achieved and the plan is still limited in its extent. Although some references are made to longer-term issues, the main plan refers only to a single year and there is no outline plan for the future. This limits forward planning and restricts the school's ability to prioritise over time. Success criteria are established for most developments although these are not consistently focused on how they will affect pupils' learning and standards. The governing body has regular meetings to consider the progress of the development plan. However, governors have recognised the need for clearer measurable targets to improve the level of evaluation.
54. The governing body has improved its organisation and systems well and governors are more aware of their roles and responsibilities. This is now satisfactory and secure systems have been established to ensure their fulfilment of statutory responsibilities. There are clearer structures for committees and improved systems for ensuring that governors have all necessary information. A better system of meetings has been set up and governors have improved understanding of the school's strengths and weaknesses. An increasingly formal examination of the school's results has led to clearer and more appropriate target setting. A

number of governors are particularly active in the work of the school, offering their personal expertise in such areas as information and communication technology. They are aware of the need to establish clear targets for performance management and have made a good start in establishing targets for the headteacher and deputy head.

55. Systems of financial management are good. Priorities identified in the school development plan are supported through appropriate budget allocations set up by the headteacher and the part-time finance officer. The governing body confirms the budget and seeks to ensure that good value for money is established. Governors have made judicious decisions on the allocation of resources, for example in setting up the programme of works to soundproof classrooms. This is effective action to address the root of weaknesses identified in the last report and is having a positive effect on standards. The financial administration of the school is very good. The finance officer has extensive knowledge of the school's financial situation. He gives frequent and detailed information to the headteacher and governors to ensure that they are aware of trends in the school's spending. He carefully co-ordinates the administration of subject, school and special funding to ensure the school budgets effectively. The administration of the school is very efficient and ensures that the school is able to run smoothly, reducing the tasks of teaching staff.
56. The deployment of specific grants to support the achievement of ethnic minority pupils is appropriately targeted. The school has identified clear targets for development, focusing on raising achievement and has provided staff development for all staff on strategies for meeting their needs. This is now having a clear positive impact on the improvements in standards generally and on the progress that African Caribbean and pupils with English as an additional language are making. A wide range of resources reflecting diverse cultures and languages in the library and in classrooms are a distinctive strength of the school. Together with the ethnically mixed profile of staff, they create a positive learning environment where pupils feel proud of their multicultural identities.
57. The co-ordinator has ensured a good system of provision is in place for pupils with special needs in the school. Provision for the purchase and development of resources for special educational needs is good. There is a register for pupils with special educational needs and the requirements for review of pupils' individual programmes are fully in place. The governing body is very supportive and all statutory requirements have been met. Informal meetings between the special educational needs governor and the special educational needs co-ordinator take place. However, there are no formal arrangements for meeting, or for the regular monitoring of the provision. The policy for special educational needs is targeted for review in 2001.
58. The school has a good number of suitably qualified and experienced teaching staff who have sufficient knowledge to teach the whole curriculum. A dedicated team of hard working non-teaching assistants is used well. They make a good contribution to the progress of pupils with special educational needs and those for whom English is an additional language. The school effectively utilises specialist expertise from the local authority. In partnership with the College of North East London and the University of North London, student teachers and trainee nursery nurses are welcomed into the school. All of these additional adults greatly enhance the good learning that is taking place. All teaching staff have job descriptions with good procedures for staff reviews. Following these, professional and personal training needs are addressed in line with priorities identified in the school development plan. The school is taking the necessary steps to put in place the government's new arrangements for the performance management of teachers. Support procedures for teachers new to the school are good. Teachers recruited since the last inspection have brought stability to the staff.
59. The school has sufficient classroom accommodation for the delivery of the curriculum. Two halls and specialist rooms, such as the music and information and communication technology suites, augment this. The exterior of the buildings is still shabby as reported at the last inspection but fencing is being replaced and this is making the environment look tidier.

The classrooms are bright and airy and throughout the school, there are excellent displays of pupils' work. This public celebration of work enhances self-esteem. As reported at the time of the last inspection there are still high noise levels between some of the adjoining classes but the school has embarked on an effective programme of refurbishment to remedy this situation. The nursery is accommodated in a good-sized room. There are substantial grounds, including two good outdoor play areas for the children in the nursery and reception classes. The hard play areas for the older pupils are of good size and easily accommodate the numbers and ages using them. There is large apparatus for the pupils to play on and a fenced area for ball games.

60. The overall quality and range of resources to support and enhance teaching and pupils' learning across the curriculum is good. The information and communication technology suite is an improvement since the last inspection and has greatly enhanced the learning in that subject. Resources for teaching numeracy are good but equipment for maths investigations is only satisfactory. For English, there is a good range of genres and the variety of non-fiction books is particularly good. Good artefacts for religious education include some Diwali cards that have been donated by parents. More artefacts are needed to support the teaching of history but resources for geography are satisfactory. The infant and junior libraries are easily accessible to and effectively used by the pupils. They have a good stock of good quality books, which promote very positive images of other cultures, beliefs and religions. Pupils also visit the local library. The nursery has a good range of outdoor equipment and indoor learning resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Substantial improvements have been made recently in the school's provision. These changes are having a positive effect on the quality of education provided, particularly teaching. As a result, pupils' standards are rising. In order to maintain this improvement and consolidate the gains made so far, the headteacher, staff and governors should now:

- (1) Improve pupils' attainment in English, mathematics and science by
 - improving the consistency of teaching, particularly in Key Stage 2;
 - improving and extending the monitoring of teaching by subject co-ordinators to share good practice;
 - ensuring systematic development of pupils' speaking and listening opportunities and skills'.(Paragraphs 1-6, 20, 26, 29, 52, 70-89, 93, 94, 97, 102, 124)

- (2) Improve pupils' attendance, in particular through reducing the proportion of unauthorised absence.
(Paragraphs 17, 45)

- (3) Improve the school development plan to include a long-term view of the school's development to gauge priorities and clearer targets focused on improvements in pupils' achievements.
(Paragraphs 53, 71)

In addition, the following less important weaknesses should be considered for inclusion in the action plan. They relate to:

- Ensuring that children's progress is appropriately monitored and evaluated in the nursery to identify the next steps in planning (paragraphs 19, 63);
- Extending the use of computers to support pupils' learning, particularly of pupils with special educational needs (paragraphs 28, 110);
- Ensuring that all teachers pay attention to the language demands of lessons so all pupils, particularly those with English as an additional language, can contribute and learn well (paragraphs 24, 29).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 83 |
| Number of discussions with staff, governors, other adults and pupils | 27 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0 | 10 | 43 | 42 | 5 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 52 | 339 |
| Number of full-time pupils eligible for free school meals | 0 | 207 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 0 |
| Number of pupils on the school's special educational needs register | 6 | 97 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 169 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 76 |
| Pupils who left the school other than at the usual time of leaving | 97 |

Attendance

| Authorised absence | % |
|---------------------------|-----|
| School data | 4.8 |
| National comparative data | 5.4 |

| Unauthorised absence | % |
|---------------------------|-----|
| School data | 4.9 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2000 | 26 | 28 | 54 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 16 | 15 | 19 |
| | Girls | 21 | 20 | 20 |
| | Total | 37 | 35 | 39 |
| Percentage of pupils at NC level 2 or above | School | 69 (65) | 65 (67) | 72 (72) |
| | National | 88 (82) | 89 (83) | 91 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 17 | 19 | 17 |
| | Girls | 20 | 18 | 20 |
| | Total | 37 | 37 | 37 |
| Percentage of pupils at NC level 2 or above | School | 69 (70) | 69 (74) | 69 (76) |
| | National | 88 (82) | 89 (86) | 89 (87) |

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

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year ³ | Year | Boys | Girls | Total |
|---|------|------|-------|-------|
| | 2000 | 26 | 22 | 48 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 14 | 14 | 16 |
| | Girls | 16 | 13 | 18 |
| | Total | 30 | 27 | 34 |
| Percentage of pupils at NC level 4 or above | School | 63 (42) | 56 (48) | 71 (52) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 11 | 14 | 14 |
| | Girls | 13 | 13 | 13 |
| | Total | 24 | 27 | 27 |
| Percentage of pupils at NC level 4 or above | School | 50 (50) | 56 (48) | 56 (58) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

³ These figures do not include six pupils recently arrived from overseas, for whom English is an additional language.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 53 |
| Black – African heritage | 75 |
| Black – other | 30 |
| Indian | 4 |
| Pakistani | 3 |
| Bangladeshi | 22 |
| Chinese | 0 |
| White | 72 |
| Any other minority ethnic group | 47 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|----|
| Total number of qualified teachers (FTE) | 15 |
| Number of pupils per qualified teacher | 21 |
| Average class size | 26 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 146 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 1 |
| Number of pupils per qualified teacher | 52 |

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 99 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 13 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 1999/2000 |
| | £ |
| Total income | 882332 |
| Total expenditure | 884395 |
| Expenditure per pupil | 2268 |
| Balance brought forward from previous year | 4074 |
| Balance carried forward to next year | 2011 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 391 |
| Number of questionnaires returned | 84 |

Percentage of responses in each category ⁴

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 79 | 21 | 0 | 0 | 0 |
| My child is making good progress in school. | 67 | 28 | 1 | 0 | 4 |
| Behaviour in the school is good. | 59 | 31 | 2 | 1 | 6 |
| My child gets the right amount of work to do at home. | 53 | 29 | 10 | 1 | 6 |
| The teaching is good. | 71 | 27 | 0 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 58 | 36 | 4 | 0 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 68 | 27 | 2 | 0 | 2 |
| The school expects my child to work hard and achieve his or her best. | 75 | 21 | 0 | 0 | 4 |
| The school works closely with parents. | 63 | 36 | 1 | 0 | 0 |
| The school is well led and managed. | 55 | 37 | 5 | 0 | 4 |
| The school is helping my child become mature and responsible. | 64 | 36 | 0 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 48 | 36 | 4 | 1 | 11 |

⁴ Percentages for each category may not add up to 100 due to rounding errors.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

61. The school has improved the quality of provision for children under five since the last report. The nursery caters for 74 children, 30 of whom attend full time and children enter from the age of three. They are admitted to the reception classes at the start of the school year at the age of four. At the time of inspection, most children in the reception classes were under five. The nursery is staffed with one full-time teacher, two full-time nursery nurses and one nursery assistant. Another two full-time nursery nurses effectively support the reception classes in both indoor and outdoor activities. The staff work effectively as a team and support one another well.
62. Most children's attainment on entry to the nursery is very low in all areas of learning. It is particularly poor in language and communication. Many children have English as an additional language and a significant number of children have speech difficulties. Most children make good gains in all areas of learning, but their overall standards of attainment by the end of the Foundation Stage are still well below the national expectations. Most children achieve best in the areas of creative, physical, and their personal, social and emotional development. They attain many of the standards expected by the end of the Foundation Stage. However, children do not reach the expected standards in the areas of communication, language and literacy, mathematics and knowledge and understanding of the world. These findings are consistent with the previous inspection report. Children with special educational needs receive good support to enhance their progress in both nursery and reception classes. A significant number of children are learning English as an additional language. They receive effective specialised support and show good progress over their time in both nursery and reception classes.
63. The overall quality of teaching is good in all areas of learning in both nursery and reception classes, an improvement since the last report. Teachers provide stimulating experiences that are relevant, imaginative and enjoyable such as creative work including collage, painting and making houses for teddy bears. Planning broadly reflects all areas of learning and is well linked to the advancement of children's skills, knowledge and understanding. Their expectations of work and behaviour are good and the tasks match children's level of functioning and skills. In the reception classes, it is extended to embrace and link with the work children will encounter in Key Stage 1, particularly in the literacy and numeracy strategies. Both nursery and reception teachers plan effectively with clear reference to what children will learn. However, teachers' short-term planning does not systematically link learning objectives to all the areas of learning, particularly in the nursery. In addition to the assessments taking place on entry to the reception classes, there are consistent procedures for assessing children on a day-to-day basis, in order to check and record their progress and to plan for their specific learning needs. The procedures to monitor and assess children's progress on a daily basis are not as well focused in the nursery. These weaknesses limit teachers' ability to promote children's development effectively in activities. Homework in the form of borrowing books is used particularly well to enhance children's progress.

Personal, social and emotional development

64. Children enter the nursery with very low personal, social and emotional skills. They quickly settle down and feel both happy and secure. By the time they leave the reception classes, children are often reaching the national expectations in this area. This shows good achievement and reflects the skilful teaching of the staff. Children are constantly encouraged to feel confident about what they can achieve in a variety of learning situations. This is seen in the nursery where regular participation in activities such as sharing food at milk break gives children opportunities to share and take turns fairly in a familiar set up. In reception classes,

children are encouraged to concentrate and listen quietly. Some simple classroom rules are shared with all. For example, children learn to put their hands up and wait to be asked to answer questions and talk about a familiar story, such as 'The Three Bears'. They are taught the difference between right and wrong and guided to behave sensibly at all times. Children show consideration and respect for property and each other. All staff act as good role models for children and explain clearly what is expected of them. Children are helped to form good relationships with others. They make good progress as they learn to co-operate, share and take turns. Most children are attentive and eager to learn, and enjoy sharing their work with any available adult. They participate enthusiastically in teacher-led and self-initiated activities. Teaching is good. The staff manage children skilfully and keep them purposefully occupied. The children's play and responses are supported and extended sensitively.

Communication, language and literacy

65. Children's skills in communication, language and literacy are poor when they enter the nursery at the age of three. Many are reluctant to speak and much of their communication is non-verbal or in single words. Speech is often indistinct and a significant minority of children is identified as needing speech therapy. The teaching of language skills is good. Staff working with children plan well to develop talk and new vocabulary, for example, through role-play in the home corner or the nursery post office. The nursery nurse, for example, effectively supported children in their role-play involving buying and selling grocery items. There are good opportunities for children to listen and respond to stories, songs and rhymes in the nursery. Children in the reception classes start to link sounds with letters through language games. They sing the alphabet song and systematically learn and consolidate new sounds through daily practice. Staff show that they value children's efforts at communicating. Reception children begin to talk about their experiences and develop new vocabulary but their communication skills are still very low. While some children willingly talk about the aspects of their work, many find speaking clearly and in full sentences quite difficult. Some children in the reception classes are gaining satisfactory control in developing early writing skills. Children draw and paint with increasing control. However, very few children in the reception classes write their own name unaided. Very good progress is made when adults work in small groups or give children individual attention. The introduction of elements of the literacy strategy is making a significant impact on children's learning. Children develop new vocabulary as they discuss pictures in the storybooks. Parents are encouraged to share books with children for 15 minutes each day. This effectively enhances children's love for books.

Mathematical development

66. Children's mathematical development is very low when they join the nursery at the age of three. They start to learn to say and use numbers, for example in number rhymes, such as '1,2,3,4,5, Once I caught a fish alive' and start to count numbers below ten. In the reception class, they learn to sequence the numbers 1 to 5. They use numbers as labels for counting and most count reliably from one to 10. Most children are not likely to achieve the nationally expected levels in mathematics by the end of Foundation Stage. They do, however, make good progress in lessons and over time. They are effectively supported to match, sort and count everyday objects. Teaching of this area is good. In the oral/mental sessions, children are effectively supported to count forwards and backwards from 10 and understand one less or one more. Although able to count to 10 and beyond, most do not yet recognise the number symbols. Opportunities for practical activities are well planned. A few higher attaining children recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. A few children describe objects by position, shape, size, colour and quantity. Children enjoy working with large and small construction equipment. Most children demonstrate limited knowledge and understanding of how to solve simple problems involving addition and subtraction by the end of the reception year. Adult involvement in children's activities is good. Reception teachers successfully use the baseline assessments to help plan suitable activities and useful timely assessments are made of the individual children's progress.

Knowledge and understanding of the world

67. Good teaching in the nursery and reception classes gives children many suitable opportunities to develop their knowledge and understanding of the world. Children, for example, investigate the properties of man-made and natural objects. They compare properties such as hardness and softness, for example when looking at and handling shells, leaves, sponge, stones and wood. They use magnifying glasses to look closely at some of these objects and compare similarities and differences. Children look carefully and learn to take care of little goldfish in the nursery and stick insects in the reception classes. In the nursery the children collect and closely examine fallen leaves, observing how they look and feel. Children develop a satisfactory sense of time as they talk about the past and the future, for example, talking about what they did at the weekend. Most children enter the reception classes with limited general knowledge. Adults support children's understanding well and encourage children's learning of how they have grown since they were babies. The children work with sand and water and freely explore properties of malleable materials. They use paint and mix different colours, but most do not yet name basic colours correctly. They use different materials, such as paper and textile, and develop cutting, joining, folding and building skills, for example when making chairs from softwood in reception. Regular opportunities to cook promote children's learning about how ingredients change when mixed, for example, when making pizzas or sandwiches. Most children confidently name the main parts of the body. They have opportunities to build with construction materials but they have not sufficiently developed skills in asking questions to find out how things work. Most children demonstrate developing computer skills expected for their age. They show increasing control in the use of mouse, to move items on the screen. There is effective adult intervention in activities and encouragement to children to explore new ideas.

Physical development

68. Many children are on course to meet the national goals in their physical development. Good outdoor provision is made to enhance children's physical skills in both the nursery and reception classes. There is a suitable range of large and small outdoor resources such as bikes, prams and a climbing frame. In the main school hall, children learn to be aware of space and develop co-ordination and control in movement. Children can follow simple instructions but have difficulty in following more complex and longer instructions. In their use of construction toys, a significant number of pupils demonstrate reasonable hand and eye co-ordination. They are developing confidence in the use of different tools such as scissors and saws and joining materials such as glue and string. The quality of teaching is good. Teachers provide calm and sensitive support and show satisfactory understanding of how young children learn. They have a sensitive awareness of children's safety.

Creative development

69. Most children are on course to meet the national goals in creative development by the end of the Foundation Stage. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture, and work with a range of materials. Some examples of shining spiders' webs produced by reception classes are particularly good. Children sing and clap nursery rhymes and express enjoyment. Teaching is effective. Support staff work closely with teachers and make positive contributions to children's learning. They talk to the children and ask relevant questions to extend their vocabulary. For example, effective questioning when children are making collages promotes the learning of positional language such as up, over and under.

ENGLISH

70. Results in the 2000 National Curriculum tests at Key Stage 1 showed that standards attained by seven year olds in reading and writing were well below the national average. They were also below those of schools with similar intakes. At Key Stage 2, standards were also well below the national average but in line with similar schools. These results show improvements over those in 1999 when the school's results were in the bottom five per cent of the country. However, attainment is still low and this is mainly due to the substantial number of pupils who join the school with very little English. The unusually high rates of pupils' mobility, at around 25 per cent, also significantly affect these outcomes. Many pupils arriving through the school have little English and have often had little prior schooling. Taking these factors into consideration, the improvement for pupils in Key Stage 1 compared to 1999 is approximately equivalent to a 25 per cent rise at Level 2 and above. The trend in Key Stage 2 is also rising as a result of action taken by the school, notably the use of setting in Years 5 and 6. Evidence from the inspection reflects these improvements and shows that the attainment of pupils is rising. It is now below the national averages and pupils are making good progress through the school. This represents good progress since the time of the last inspection.
71. By the age of seven and 11, pupils' attainment in speaking and listening is below the national average. By the end of Key Stage 1, whilst higher attaining pupils listen and speak confidently in response to teachers' questions and in discussions, a significant number of pupils are in the early stages of acquiring English. These pupils understand English better than they use it themselves. They lack the means to develop and express ideas and use an appropriate range of vocabulary. By the end of Key Stage 2, higher attaining pupils talk and listen in a range of contexts and adapt their talk according to purpose. This was seen in a religious education lesson where Muslim pupils discussed features of their faith with other pupils. In many subjects, there is appropriate emphasis on pupils acquiring and developing specific terminology. This is notable in information and communication technology in work related to entering data on a spreadsheet and in art when describing artists' work. The school has started using the Qualifications and Curriculum Authority's scheme of work for speaking and listening. However, the school has not analysed the opportunities that pupils have for speaking and listening across subjects. This limits the systematic way teachers can ensure that pupils build effectively on their earlier learning and achievements.
72. Attainment in reading by the end of both key stages is below the national average for the majority of pupils. By the end of Key Stage 1, higher attaining pupils enjoy reading and are able to talk about the plot. They read with confidence and expression. Average pupils talk about the content of what they read and many make good use of their developing phonic knowledge when meeting unknown words. Many pupils, however, including lower attaining pupils, read hesitantly and are much less forthcoming when invited to comment on the plot, characters or their preferences. By the end of Key Stage 2, higher attaining pupils use a range of strategies to help them in their reading and discussion of a variety of texts. They use these well when they read independently, for instance to predict what might happen, using their knowledge of the plot and characters to justify their predictions. Lower attaining pupils are less adept at using a variety of clues to correct themselves or make sense of unfamiliar words. Across the ability range, few pupils recall in clear detail the range of books they may have read. On the other hand, most pupils have good library skills for locating information and selecting books. Although a substantial number of pupils start from a low base, pupils' progress in reading is good and is regularly monitored through regular testing and target setting.
73. Attainment in writing, by the end of both key stages, is below the national average. By the end of Key Stage 1, higher attaining pupils develop their ideas in sequence and use capital letters with most words correctly spelt. They communicate meaning in a range of styles of writing. However, a significant number of pupils do not write in sentences, sustain ideas or develop them sufficiently. By the end of Key Stage 2, higher attaining pupils write extensively in a variety of styles and genres. However a high proportion lacks confidence and understanding

to produce work using vocabulary that is rich or is arranged in a way that captures and holds the reader's attention. Pupils' spelling is not always accurate. Marking of pupils' work is thorough, regular and constructive, offering pupils helpful guidance and suggestions for improving their work. Standards in handwriting for the majority of pupils are good as a result of focused attention by teachers on the quality of presentation. Evidence from written work indicates good use being made in other subjects, such as history, of pupils' developing literacy skills to develop writing skills.

74. Pupils' attitudes in English are positive in most lessons. Most pupils are keen, well focused and engage well with activities. They listen attentively during presentations and concentrate well throughout the lesson with few exceptions. At Key Stage 2, pupils focus well when working on independent tasks and collaborate well when given the opportunity. Older pupils behave maturely and are very motivated. Pupils' good responses are a reflection of teachers' high expectations and the positive ethos of harmonious relationships within the school.
75. The overall quality of teaching in Key Stage 1 is good. In Key Stage 2, teaching is satisfactory overall with two fifths of the lessons being good. In both key stages, where teaching is good or very good, teachers share what is to be learned with the pupils. This is very effective in focusing their attention and is used at the end of lessons to check understanding. Teachers use effective questioning to consolidate understanding of features of the text, for instance, to enable pupils to identify phrases relating to time in a story. Teachers, particularly in Key Stage 1, use effective methods for teaching, for example, to help pupils to memorise spellings. This attention to organisation enables pupils with English as an additional language to develop listening and understanding of language in context. Support for these pupils is well targeted and classroom assistants are effectively deployed to assist those who are in the early stages of acquiring English. Weaker teaching in Key Stage 2 pays less attention to strategies to ensure pupils with English as an additional language are fully involved. However, good use is made of specialist staff to support teaching and this enables pupils to make overall good progress. The teaching of pupils with special educational needs is effective. Tasks are matched well to their developing needs and they are given good support to enable them to succeed. As a result, they make good progress through the school towards their clearly identified targets.
76. Effective management of the subject has led to improvements in provision. The co-ordinator has good expertise and works hard with colleagues to secure improvements in standards. A thorough audit of the curriculum is used to inform development planning. Good systems of monitoring have helped teachers to use the framework of the National Literacy Strategy effectively. Planning for different parts of the literacy hour links skills closely. This helps pupils to consolidate their learning and increases their confidence in applying and transferring skills. Teachers have also paid good attention to developing strategies for more focused and better provision for extended writing. Very effective systems of assessment have been developed and teachers use target setting well to group pupils and match work to their needs. This is leading to better achievement in pupils throughout the school and rising attainment. The school carries out detailed analysis of tests and has identified underachievement among pupils of African Caribbean origin and a group of Turkish pupils in specific year groups. Effective action has been taken to support these pupils, making good use of specialist support and specific grants.

MATHEMATICS

77. The results in the National Curriculum tests for Key Stage 1 in 2000 indicate that standards in mathematics are well below the national average. They are well below average when compared to schools with similar characteristics. Pupils' results show only small improvements against the results recorded in last year's national tests. Results for 11 year olds are also well below the national average for all schools, but average when compared with those of similar schools. The percentage of pupils reaching the higher levels is well below the

national average, but above average for similar schools. Pupils' limited understanding of English often hampers their results at both key stages. Over the past four years, standards have risen broadly in line with national trends in both key stages. However, there has been greater improvement recently. An analysis of pupils completed work in both key stages suggests marked improvement in standards. Inspection findings reflect the overall improving standards in mathematics that are now below rather than well below the national average at ages seven and 11. This represents good improvement from the position identified in the last report.

78. This encouraging improvement in standards is a direct result of the school's successful implementation of the National Numeracy Strategy, already raising standards in mental arithmetic in particular. Effective management of the subject is helping teachers to focus carefully on what pupils need to learn. Successful strategies have been introduced such as teaching in ability groups and the use of optional testing at the end of Years 3, 4 and 5. A thorough analysis of the results is used to highlight pupils' strengths and weaknesses in the subject and set targets for individuals and groups. Better monitoring of the subject's provision has consequently improved the overall quality of teaching and learning.
79. Pupils' achievement over their time in school is good. Suitable emphasis is placed on application of knowledge and rapid acquisition of numeracy skills. Pupils with special educational needs and those with English as an additional language, make equally good progress. Their progress accelerates where tasks are closely matched to individual stages of development and learning can proceed in progressive, manageable steps. Pupils enter Key Stage 1 with low basic number skills. These are steadily built on as they move through the school. Pupils in Year 1 make good progress in counting accurately to 100 in 10s and show developing understanding to solve simple problems. Their confidence is built on as they are given tasks well matched to their ability. They write numbers correctly and in order beyond 20 and think of different ways of making up 10. Most pupils confidently recall addition and subtraction facts to 10 and increasingly use correct mathematical vocabulary. In Year 2, pupils consolidate their previous learning and understanding of number in their mental calculations. For example, pupils quickly master tasks such as repeated addition or counting in twos. By the end of the year, they confidently recognise simple relationships and patterns and identify halves and quarters in numbers and shapes. They apply their knowledge of counting money and make up combinations of different coins to 20p. Pupils have adequate knowledge of two and three-dimensional shapes and represent data in simple bar charts. Their skills of measuring length are developing slowly and many are becoming increasingly confident at explaining their work. Simple computer programs are used effectively to consolidate number skills.
80. Through Key Stage 2, pupils develop improved mental mathematical skills. The combination of well-structured numeracy hours together with good teaching has a positive impact on pupils' attainment in number. Years 5 and 6 pupils use their knowledge of times tables effectively when solving problems, and have understanding of place value in numbers up to 1000. Most pupils in Year 6 understand fractions, decimals and averages. Some higher attaining pupils work out percentages and their equivalents by the time they leave school. Pupils learn to calculate areas of right-angled triangles, rectangles and squares. Through their regular mental and oral sessions, they develop suitable strategies for problem solving and investigational strategies in numbers. Most Year 4 pupils show developing competence in working out fractions, halves and quarters of numbers and shapes accurately. Year 3 pupils show sound understanding in their ability to identify halves and quarters of two-digit numbers. Pupils understand how to collect, display and interpret simple data. However, much of the mathematics learnt does not involve practical activities and appropriate real life problem-solving situations. There is sometimes an over-reliance on pre-prepared photocopied work sheets and commercial exercises. This limits the breadth and the range of opportunities necessary for mathematical learning. However, pupils' skills in numeracy make a positive contribution to their attainment and progress in other subjects. Work in books and on display shows good application of number skills in all relevant subjects. For example, pupils collect

and represent simple data in science, use co-ordinates in geography and draw time lines in history.

81. Pupils' attitudes in mathematics are good. Throughout the school pupils are very well behaved in their lessons and have a positive attitudes to their work. They persevere and approach the tasks with good interest and enjoyment. Most adopt good work habits and collaborate well in pairs and groups. Presentation of work is generally satisfactory. Most pupils apply themselves well to their task and are willing to ask questions and communicate what they have learnt. Relationships are very good and promote effective learning.
82. The quality of teaching in mathematics is good. Most teachers have good knowledge of the subject and high expectations of work and behaviour. They use effective teaching methods and organisational strategies. In the best lessons, teachers provide brisk pace and clear purposes, and tasks are well matched and challenge pupils' thinking. Their teaching approaches include effective explanations, good quality discussion and opportunities for consolidation and practical work. Introductions to lessons are often lively and involve pupils well. Teachers manage the pupils very well with effective use of the school's behaviour strategies. Teachers use questioning to good effect and, in most lessons, their day-to-day assessment of pupils' work is purposeful. Marking is generally positive and completed regularly, but this does not always explain to pupils how they can improve their work. Teachers use assessment soundly to inform future planning of pupils' work, but do not relate this sufficiently to the levels in the National Curriculum. This limits the effectiveness of their monitoring of overall progress. Teachers set a suitable amount of homework to extend what is learnt in school and this helps to consolidate pupils' understanding. Their planning is thorough and detailed, including clear intentions supported by suitable structures to lessons. Teachers choose and use resources effectively although the range and quality of basic practical equipment is weak. Most teachers plan well for higher attaining pupils and provide them with sufficiently challenging practical, investigative and problem-solving tasks. Teaching was unsatisfactory in one lesson, mainly due to inappropriate organisation and mismatch of independent activities to different groups with in the set. This affected pupils' quality of learning, as they were unsure of what they needed to do.
83. The organisation of teaching in the ability sets in both key stages successfully contributes to pupils' achievement in lessons. Pupils in these groups show increased competence in the use of different strategies to analyse and solve number problems. Many pupils show developing confidence when explaining their work and record with improved understanding. Pupils for whom English is an additional language particularly benefit from the attention paid to developing specialist language. Pupils with special educational needs are supported well in their learning. Effective use is made of classroom assistants and well-matched tasks to give them good opportunities to learn and make progress.

SCIENCE

84. By the end of Key Stage 1, pupils' attainment is below the national expectations. At the end of Key Stage 2 it is also below average but pupils make good progress through the key stage. The quality of pupils' work is improving and the level of some work seen in the inspection is nearer to the nationally expected level. Pupils do not attain well in the Key Stage 2 National Curriculum standard assessment tests, results in recent years being well below the national average. This is partly because many pupils find some difficulty in reading and writing in English. Another factor is the changing school population with very high levels of mobility. The school's analysis of recent Key Stage 2 test results clearly shows this. Those pupils who had been in the school for three years or more achieved significantly better results than those in the school for two years or less. Work seen during the inspection in lessons and in books shows that pupils' overall knowledge and understanding of science are better than test results indicate.

85. Pupils in Year 1 understand that some materials reflect light and that some do not. One boy showed very careful observation when he noted that his face was slightly bigger in the reflection in the base of a tin. Year 2 pupils understood the differences in appearance between people less well as they worked together in pairs to compare. However they showed the same readiness to explore and learn from experiment, as pupils in other classes through the school.
86. In both key stages, there is a strong emphasis on practical and experimental work. In Key Stage 2, especially in Years 5 and 6, pupils write up experiments carefully and correctly. They understand that all factors need to be the same in a test and how to make sure that a test is fair. Year 4 predicted well the outcomes of their experiment to find out which materials would conduct electricity and which would not. Year 5 pupils were less secure in their understanding of the earth's spinning on its axis to produce day and night. Some pupils had confused this with the annual cycle of the earth around the sun. Pupils in Year 6 understood well the outcomes of their experiment about friction, although this was straightforward work for pupils of this age. Work in books in several classes showed that pupils are used to predicting and experimenting to find out. The discussion that accompanies this work helps their knowledge of spoken English. This is particularly effective for pupils for whom English is an additional language. They make good gains in their use of specialist language and their confidence to speak.
87. The overall quality of teaching is good in both key stages. Teachers' good preparation, organisation and class management means that pupils enjoy the work and are kept well on task in lessons. This leads to a good rate of work and learning. Teachers make sure that pupils know and understand the correct scientific terms connected with the work and their instructions are clear. They question effectively and in the best lessons work from what pupils already know and understand towards new facts and ideas. This was done well in a Year 2 lesson where the teacher gradually uncovered the written facts as pupils answered the questions. Pupils' anticipation visibly heightened as the work progressed. Teachers' marking has improved since the last inspection, comment is helpful and pupils' books show that it is effective in improving the work. Teachers make good use of classroom assistants, particularly in supporting the work of pupils with special educational needs and those whose English is less good. Tasks are often well adapted to help them to understand. The support these pupils receive is effective in allowing them to take a full part in the work.
88. Well-organised teaching and a good programme of activities mean that pupils enjoy their science. They are keen to experiment and work rapidly and enthusiastically, if at times a little noisily. Occasionally pupils find sharing equipment difficult, as in a Year 4 lesson on electricity, but generally work well together and in some lessons collaborate to help the group find out and learn. Pupils present their work well. By Year 6, many books are very attractive with neat writing and good diagrams. This relatively recent drive to improve the presentation of work has worked and helps pupils to understand what they set down.
89. The school now has a good programme of work in science. There is an effective curriculum overview and comprehensive planning. The science co-ordinator manages the subject well. She sees all teachers' planning but is still, as at the time of the previous inspection, unable to monitor teaching in the classrooms. This restricts her ability to share good practice throughout the school. Portfolios of assessed work have been developed to help teachers in their judging of standards.

ART

90. Pupils' attainment, by the end of both key stages, is in line with that expected of pupils of their age. This has maintained the standards identified in the last report. However, the quality of teaching has improved since that time and this is evident in improving standards in pupils' work displayed around the school. Some older pupils produce good quality work. Most pupils

are enthusiastic about art and keen to take part in the activities. They often work effectively together at shared tasks and are appreciative of the work of others. Pupils generally concentrate well and make good efforts to improve their work.

91. Pupils in Key Stage 1 use an effective range of simple materials, for example, in producing wax resist pictures by tinting paper after drawing with crayon. Their work is often appropriately linked to work in other parts of the curriculum. They make impressively large drawings of divas, for example, to link with their work on Diwali in religious education. Pupils in Year 1 show developing observational skills when making drawings of themselves, their families and their teachers. They use paint with increasing freedom and skill in large paintings of flowers. Throughout the key stage, pupils develop their skills in using painting programs on the computers, using a widening range of tools with increasing confidence.
92. Pupils in Key Stage 2 build effectively on their earlier skills. Year 3 pupils, for example, improve their use of paint when producing very large paintings of members of the class. These collaborative pictures also help them to work constructively together. They begin to use a range of specialist language such as 'blocking-in' and 'colourwash'. Their vocabulary is developed further in increasing discussion of the work of famous artists. Pupils gain good technical skills, for example, in portraying the way light falls across objects. Year 6 pupils examine the work of Kandinsky and Picasso and begin to use some of their techniques in their own work. Pupils begin to make comparisons between the works of these artists and this develops their vocabulary and speaking skills well. Some very effective work reflects the visions and techniques of artists such as Charles Rennie Mackintosh and Clarice Cliff.
93. Teaching in both key stages is satisfactory. Teachers have very good relationships with pupils. These set a calm atmosphere to lessons that allows pupils to work carefully and improves their concentration and learning. Teachers have good organisation of their classes, ensuring resources and materials are readily at hand. This allows lessons to proceed at a suitable pace. They give good support to pupils through careful questioning to help pupils to make their own decisions. Sound leadership of the subject has led to new curriculum arrangements to ensure pupils develop a range of skills through the school. However, teachers do not ensure that pupils build effectively on their earlier skills when pupils in different year groups, for example, undertake essentially the same tasks. Some tasks are limited in their scope and insufficient opportunities to promote pupils' creativity are taken. Teaching is supplemented very effectively by the use of a local volunteer artist and educator. He uses his well-developed personal skills to introduce pupils to a wide range of media and techniques. Pupils often make very good gains in their skills and understanding during these small group sessions. Pupils respond well to the high levels of challenge in these sessions and apply themselves very effectively to their tasks.

DESIGN AND TECHNOLOGY

94. Pupils achieve the standards expected of pupils of their age by the end of both key stages. This is similar to the findings of the last report. The school ensures that it makes effective provision for pupils with special educational needs and those for whom English is an additional language. Good use, for example, is made of support staff to help pupils to have full access to the work. Many tasks, particularly in food technology, reflect the wide range of cultural backgrounds of pupils. Sound management of the subject is establishing a new curriculum. Although the co-ordinator is able to support teachers informally, there have been no opportunities to observe teaching and share good practice. However, good plans are in place to give training to all staff.
95. It was not possible to see any lessons in Key Stage 1 due to timetables. However, discussions with pupils and their past work show that they take part in a range of appropriate activities to develop their skills. They increasingly plan and make small items such as cards and finger puppets. Pupils in Year 2, for example, identify uses for a winding handle and draw basic designs. They create the models using simple materials such as card, tape and junk

materials. Some higher attaining pupils begin to evaluate their work and identify how they would have improved it.

96. In Key Stage 2, pupils examine packaging to identify construction and design details. They incorporate these effectively in packages they create from nets of objects. Some pupils make effective use of computers to create their designs. Year 3 pupils show sound knowledge of nutrition and hygiene when designing and making sandwiches. Year 4 pupils identify common cookery ingredients and simple cookery processes as they make biscuits. They successfully create switches based on given models to be used in later projects. Year 5 and 6 pupils understand what a cam is and use them in their designs for simple toys. They show satisfactory skills in using wood and plastic, cutting and forming with appropriate levels of accuracy. Many add imaginative design features and pay good attention to finish to improve their work.
97. There was insufficient evidence to make a judgement in Key Stage 1, but teaching in Key Stage 2 is satisfactory. Teachers mostly plan their lessons well, with good attention to structuring pupils' learning. For example, Year 6 pupils are given clear instructions to develop basic skills in using needles and thread. This gives them confidence to try this new activity and helps them to persevere to improve their work. Pupils' learning is more limited when tasks are not clearly set out for pupils. Although pupils are enthusiastic, their work is less focused and they achieve less in the lesson. Good attention is often paid to the design process and this develops pupils' skills of evaluation well. Through these, pupils gain increasing vocabulary and develop confidence to speak and explain their thinking. Teachers question pupils well, giving sufficient levels of challenge to make them think carefully. Organisation of classrooms is secure and teachers ensure that resources are in place for the lessons. These factors, and the effective relationships that are established, help lessons to proceed with good pace.
98. Pupils have good attitudes to the subject and are keen to take part in activities. They behave well, responding effectively to teachers' clear statements of their high standards. Many work well in pairs and small groups, discussing the activity, sharing materials and expertise effectively. When their interest is captured, pupils concentrate hard on their work and this helps them to make good gains in their learning.

GEOGRAPHY

99. It was possible to see only one geography lesson during the inspection so no judgement has been made on teaching. In Key Stage 2 geography and history alternate in the timetable and, for most year groups, geography begins later in the term. There was, therefore, little work to look at and judgements on standards are based on discussion with pupils, past work and discussion with the curriculum leader. The previous report noted that much of the work lacked challenge especially for the most able pupils. From the books seen and discussion with pupils, it would appear that the school has successfully addressed this issue. For example, there is a good emphasis on developing research skills and pupils clearly know the ways that they can obtain relevant information. Pupils now present their work well and their attitudes to the subject have improved. Year 6 pupils spoke with enthusiasm about the work they did the previous year and had clearly enjoyed it. In the Year 2 lesson seen, pupils worked quietly and sensibly and showed interest in the work.
100. Pupils make satisfactory gains in their learning through the school. Their attainment is below that expected nationally at the end of Key Stage 1 but is average by the time they leave the school. Year 2 pupils have a satisfactory understanding at an appropriate level of life on a remote Scottish island. They identify the island's main features. They know that it is a very different place to live from their own home city. They identify some of the more obvious things that make it so - for example the importance of boats. However, they lack detailed knowledge on which to base their questions, ideas and suggestions. In Key Stage 2, pupils' past work shows a good amount of well-presented work in line with the demands of the National

Curriculum. They make a series of comparisons between London and other places around the world. Pupils have clearly understood what they were doing as they remember the work and talk about it confidently. They identify differences between Caribbean islands and their own area, referring to aspects such as climate, buildings and laws. Some higher attaining pupils have good ideas of what led to the main differences and what results these have on the lives of the people who live there. Pupils know features of the landscape such as rivers and hills and how these have been formed.

101. The management of the subject is secure and is leading to improvements in provision. A new curriculum, for example, is ensuring that pupils cover a suitable range of activities to meet the National Curriculum requirements. Good adaptation of the curriculum ensures that topics are relevant to all the pupils in the school. Thus, the needs of pupils for whom English is an additional language and those with special educational needs are securely met and they gain understanding. Teachers pay good attention to developing these pupils' basic skills in the subject in order to promote their learning. Books show that teachers mark work regularly although there is no continuing record of how well pupils understand the work. This limits teachers' ability to match work securely to the needs of pupils although they use their good personal knowledge of pupils effectively.

HISTORY

102. It was possible to see history lessons only in Key Stage 2. Judgements in Key Stage 1 are based on work from the first half term of the year and discussion with the curriculum co-ordinator. Standards of attainment in history are below the nationally expected level at Key Stage 1. By the end of Key Stage 2, however, they are in line with national expectations, especially in knowledge and understanding and historical enquiry. All pupils, including those with special educational needs and those for whom English is a second language, make good progress through the school. Effective support for these pupils ensures that they make good gains, particularly in their basic skills. Teaching and learning in history have improved since the time of the last inspection. Secure management of the subject has improved the range of opportunities available for pupils and ensured that subject matter is relevant to pupils' experiences. There are good plans to further refine the programme of study. Informal support and monitoring of planning have helped the quality of teaching to improve although the co-ordinator has had no opportunity to observe lessons in order to share good practice.
103. As pupils progress through the school, they have a growing sense of chronology. In Key Stage 1, pupils begin to develop an understanding of the past but are still somewhat confused. They also have some appreciation of the effects and causes of change. In Key Stage 2, pupils gain increasingly detailed understanding of periods of history such as the Romans. Year 5 compare the Victorian school day to their own experience in school and realise how different they are. They recognise how the beginning of popular education in Victorian times changed the lives of ordinary children. Year 6 pupils understand the growing affluence of many people in the decades since the Second World War. They explain how the availability of electrical and electronic machines has changed our lives. By the time they are 11, pupils have a satisfactory grasp of facts and understand how to find information. They also appreciate that a valuable source of historical knowledge is through first hand accounts. During the inspection, for example, a teacher working part time in the school talked to Year 6 pupils about the local area in the later decades of the twentieth century. The quality of pupils' learning is further enhanced by visits to the local museum.
104. Pupils in Key Stage 2 have developed good skills in taking notes from CD-ROMs and from books. They develop secure skills in researching and ask questions confidently, often using their developing information and communication technology skills well. In a Year 5 lesson, for example, pupils knew how to access the computer program and knew how to find their way around it. Pupils often write clearly in their own words about things they explore. History thus provides a good vehicle for the learning of English, so valuable especially for pupils for whom it is an additional language. Sometimes, however, pupils copy work, for example a boy in Year

3 working from a CD-ROM and finding out about the Romans. Where work has been copied pupils have a much less secure grasp not only of the facts but also of the relation of the particular piece of work to the whole topic.

105. Teaching is good. Teachers mark pupils' work well and clearly take time to help, encourage and, where necessary, urge pupils to better or neater work. There are, however, no day-to-day records of pupils' achievements to guide teachers' planning. However, teachers prepare lessons well making effective use of their extensive personal knowledge of pupils to match work to their needs. Organisation of lessons is effective in promoting good pace to learning. In a Year 3 lesson, work sheets and the computer were ready and pupils lost no time before beginning the tasks. In Year 6, teachers had prepared questions for pupils to ask to ensure good coverage of important teaching points. In a small minority of lessons, explanations are a little too long and pupils' attention wanders. A good programme of study helps teachers to bring the past alive for pupils and contributes to the enthusiasm they show. Pupils behave well, research eagerly and have an interest in the differences between things of the past and things in their own lives today.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. Pupils' attainment by the end of both key stages is in line with national expectations. This represents a clear improvement since the last inspection when attainment was below national expectations. Pupils including those with special educational needs and English as an additional language achieve appropriately in relation to their prior attainment. This also represents a clear improvement from the last inspection when progress was unsatisfactory. Progress is mainly reflected in the confidence pupils have in learning new skills and in the range of software used. Provision since the last inspection has improved substantially with the addition of an information and communication technology suite. Teachers' skills and expertise have improved since the last inspection. The issues raised in the last report regarding weak teaching and restricted curriculum have been addressed effectively. The co-ordinator has good subject knowledge and has worked hard in providing guidance for colleagues and in developing the subject. Clear priorities for development have been identified. However, the criteria for judging success are not always sufficiently linked to the impact on learning and achievement.
107. Pupils throughout the school make sound gains in a range of skills and programs that are regularly used in the information and communication technology suite. In Key Stage 1, pupils gain confidence and skills when entering information using a keyboard and moving objects with the mouse. Pupils in Year 2 create a picture using a painting program. They demonstrate sound skills in using different functions and select tools appropriately. For instance they choose colours and confidently change them to improve the effect. They generate their own ideas and communicate them appropriately.
108. In Key Stage 2, pupils build soundly upon their earlier skills. In Year 3, pupils plan to create a fish tank and practise selecting areas, copying and resizing them. They demonstrate skills in choosing specific functions, experimenting with ideas and exploring the potential of the program. Higher attaining pupils explore more complex functions of the program to create specific effects. By the end of the key stage, pupils in Year 6 confidently use spreadsheets including formulas. They develop sound understanding of their use compared to other methods of calculations, for instance using a calculator. Pupils show clear understanding of technical details of the program and the rules they need to apply for successful application.
109. Pupils in both key stages are interested in and motivated by the use of information and communication technology. They listen attentively during presentations and are keen to demonstrate their knowledge and skills. They collaborate well when working in pairs and many pupils with English as an additional language benefit greatly from support from other pupils. Some pupils are computer monitors and pupils who get stuck and need help are

referred to them. In other instances, pupils demonstrate on the monitor for the benefit of the rest in the class. These activities are very effective in promoting pupils' understanding of their own learning and developing their self-esteem.

110. The quality of teaching is satisfactory in both key stages with around a quarter of lessons throughout the school judged good. Teaching is successfully augmented by lessons taken by the information and communication technology governor who contributes his expertise to the benefit of pupils and staff working with him. Most teaching seen during the week of inspection took place in the information and communication technology suite. Lessons are well structured and teachers are clear about what they want pupils to learn. Good attention is paid to ensuring that all pupils are gaining a secure foundation of appropriate skills. This is most effective in Key Stage 1 as many pupils in Key Stage 2 are catching up with skills that they did not learn at an earlier stage. Demonstrations of new skills are effectively conveyed using a television monitor or through visual illustrations. Skilful questioning is used to focus on the key learning points and to encourage pupils to think hard. Effective interventions and support for individuals enable all pupils to have equal access to the activities. Teachers give pupils good opportunities to practise and experiment in pairs. Information and communication technology is being soundly used in classrooms for aspects of literacy, mathematics, history and art. Greater use is being made as teachers gain confidence with the equipment and the issue is identified in the school development plan. However, teachers do not make full use of information and communication technology to support the learning of pupils with special educational needs. There are useful programs loaded on the computers in classrooms but little use is made of them.

MUSIC

111. The quality of music has improved since the last inspection. Standards are in line with those expected of pupils of a similar age in both key stages. All pupils, including those with special educational needs and those with English as an additional language, make satisfactory overall gains in their learning. Pupils receive satisfactory experience of music in their early years in school. As they progress through the school, further good opportunities are offered for them to develop their musical talents and experience. Many pupils join the recorder group, sing in the choir, play in the steel band and join in school concerts and productions.
112. By the end of Key Stage 1, pupils identify simple repeated patterns through responding to a rhythm clapped by their teacher. They distinguish between high and low sounds, long and short sounds and loud and soft sounds and represent these through vocal, melodic and rhythmic instruments. For example, they develop games that focus on rhythm and pitch by repeating the teacher's rhythm around the circle they were sitting in. Pupils identify instruments that make a high or low sound, long or short sound. However, some of the pupils were unsure of the correct ways to hold the instruments. This deadened the sound of an instrument whose sound should ring for a longer time. A 'sound walk' that pupils had taken around the school environment increased their awareness of listening and recording.
113. In Key Stage 2, pupils further develop their skills in listening, appraising and performing. They sing an increasing range of songs with greater precision and enthusiasm. By the end of the key stage, singing is joyful, well pitched and clear in diction. In a Year 6 class, for example, pupils were singing a selection of Beatles songs. The teacher's own enthusiasm made the music even more interesting for the pupils. Composing music is less well developed through the school. However, some graphic scores show that pupils have created symbols to identify the sounds of different, mainly untuned percussion, instruments. Recently electronic keyboards have been purchased as an introduction to composing and to support the use of information and communication technology for creating sound scores.
114. Teaching in both key stages is satisfactory. Very good relationships in all classes help teachers to organise classes well and lessons to proceed with good pace. In Key Stage 1,

teachers are mindful of the range of pupils' backgrounds and choose appropriate songs for them to sing. As a result, pupils are enthusiastic about songs from Jamaica, Turkey and France. In Key Stage 2, teachers have satisfactory strategies to teach listening skills. Effective games, for example, encourage pupils to identify rhythms and different ranges of notes. A music teacher visits once a week to take classes for singing in the hall. Pupils thoroughly enjoy these sessions. Pupils are taught, for example, the importance of good posture and breathing to improve their singing performance. The range of activities is often linked well to other parts of the curriculum. Year 6 pupils, for example, are intrigued by a range of artefacts from the 1960's that are linked to the Beatles songs they are singing.

115. Pupils' enjoy their music lessons and overall the behaviour is satisfactory. Relationships are sound and pupils relate well to their teachers, other adults and each other. Each year pupils take part in concerts and productions and these effectively promote pupils' skills in performance. In the last year Key Stage 1 have performed 'Dumble the Dinosaur' and Key Stage 2, 'Bugsy Malone'. Good opportunities are taken for pupils to perform outside the school and to create links with the wider community. For example, the choir has performed at Alexandra Palace, Wembley, Wood Green shopping centre and a local church.
116. During the two years the music co-ordinator has been in post, she has made a significant contribution to the development of music in the school. A clear scheme of work meets the requirements of the National Curriculum in music and gives teachers help in their planning. One of the successes in the development of music provision is the music suite that all classes are timetabled to use. The accommodation is light, carpeted and a pleasant environment in which to teach and learn music and promotes pupils' progress well.

PHYSICAL EDUCATION

117. Pupils in both key stages, including those with special educational needs, make satisfactory progress. Satisfactory standards, in line with those expected for their age, have been maintained since the last inspection. The management of the subject is good with good analysis of the strengths and weaknesses of the school's provision. Satisfactory progress has been made since the last inspection and the school has good plans to improve its work further. These include the creation of detailed schemes of work to aid teachers' planning for developing pupils' skills through the school.
118. Pupils in Key Stage 1 make satisfactory improvement in their techniques and performances in dance lessons. Younger pupils in Key Stage 1 carefully handle a range of large and small equipment with growing confidence. Both Year 1 and 2 pupils devise dance sequences based on stories and perform them well. They show sound body control and respond carefully to instructions. Some pupils show good sensitivity and feeling in movement.
119. Pupils in Key Stage 2 sustain energetic activity over increasing periods of time. By the end of the key stage, they handle equipment safely. Most show adequate body control, for example, in running, changing direction, moving from vigorous activity to stillness and holding balances on different parts of their bodies. In gymnastics, pupils in Years 5 and 6 explore a variety of different movements in floor work and using apparatus. They co-ordinate the transition from one movement to the next, devise sequences and practise. In this way, they extend the range of their responses and quality of their movements. Pupils have satisfactory knowledge and skills in individual and team sports including football and netball. They show satisfactory levels of control in skills such as catching, passing and throwing. Year 3 pupils take part in dance activities with enthusiasm showing good regard for shape, speed and direction. They develop increasing competence in simple competitive games. All pupils develop satisfactory skills in swimming. Most pupils are aware of the effect of exercise and energetic activities on the body and the need to warm up and warm down.
120. Pupils display positive attitudes towards physical education and show obvious enjoyment in all lessons. They are active and enthusiastic. They co-operate well and show respect for

others and equipment, supporting each other well. Pupils strive to improve their performances, through taking advice and examples given in lessons and show appropriate concerns for quality and precision.

121. The quality of teaching is satisfactory overall. Teachers use demonstrations well to explain the finer points of the skills being taught. They make careful evaluations of pupils' work and these help pupils to improve the quality of their performances. However, teachers do not always give pupils enough opportunities to reflect on their performances or evaluate those of other pupils. This restricts pupils' own understanding of the extent to which they are learning and other ways that they can improve their work. Teachers plan effectively and provide a good mix of co-operative and competitive work and this aids pupils' social development well. Pupils with special educational needs and those with English as an additional language are well supported and have full access to the physical education curriculum. They learn effectively alongside their classmates. Extra-curricular activities generate considerable pupil interest and support pupils' progress well. Some dance lessons are successfully linked to pupils' learning in other subjects such as music and history.

RELIGIOUS EDUCATION

122. Standards meet the requirements of the locally Agreed Syllabus at the end of both key stages. The school is cosmopolitan in nature, with pupils from a wide range of cultural and religious backgrounds including many for whom English is an additional language. A significant strength is the respect that pupils show for each other's beliefs and cultures. All pupils, including those with special educational needs, develop a secure knowledge and understanding of the major world faiths and of their celebrations and festivals. The good relevance of the curriculum and the effective use of pupils' own experiences are effective in promoting the skills of pupils with English as an additional language. Standards have been maintained and the management of the subject has improved with the recent appointment of a co-ordinator. Substantial developments to improve the quality of collective worship have had a positive effect on the subject.
123. In Key Stage 1, pupils gain a sound understanding of Christianity and are introduced to Judaism and Hinduism. For example, in one class pupils were continuing with their topic on Light Festivals, and were learning about Hanukkah and how it is celebrated. Pupils discuss and compare other festivals of light they have learned about. They make a children's game that is played in the Hanukkah celebrations. In Key Stage 2, pupils gain more detailed knowledge and understanding of Christianity and other major world faiths. Pupils become aware of their relationships at home, at school and in the wider community. For example, they discuss values taught at home, in school, in the mosque and in church. They identify and talk about places of worship in the local community, including worship in the home and at school. Of particular importance, pupils are given the opportunity to learn reverence and respect for others' values and for religions that are not their own. Year 6 pupils, for example, discuss the Five Pillars of Islam and maturely consider similarities and differences between Christianity and Islam. They make good reference to their own experiences and learn to adapt their speech to help others to understand.
124. The quality of teaching is satisfactory in both key stages. Teachers have very good relationships with pupils and use these effectively to motivate. As a result, pupils are responsive and attentive with good behaviour. They show much interest in the subject and their learning is effective. Teachers question pupils well, challenging them and encouraging them to think carefully. They use the school's wide range of resources and visual aids very effectively to engage pupils' interests and support their learning. For example, the Five Pillars of Islam are added one at a time, keeping pupils well focused on the lesson. Teachers often make good use of pupils' own knowledge of their religions to widen the understanding of the class as a whole. Where teaching is unsatisfactory, it is mainly due to teachers' insecure knowledge and understanding of the subject. As a result, their expectations are too low and there is insufficient pace to the teaching and learning. However, the guidance of the Agreed

Syllabus has helped most teachers to ensure that pupils build on their knowledge and understanding of the subject through the school. Assemblies often focus on aspects of religions and faiths. These supplement the work in religious education well and help pupils in their understanding of the similarities and differences between religions. For example, a Key Stage 2 assembly in the inspection week imaginatively focused on the Festival of Diwali and how it relates to Hindus. Good links were made with other faiths and the meaning of lights.